

Region 2, Northern Indiana Workforce Board Workforce Investment Plan

PY2006 and PY2007



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Region 2, *Northern Indiana Workforce Board*
Local Plan – PY2006 and PY2007

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Introduction

The Northern Indiana workforce region includes Elkhart, Fulton, Kosciusko, Marshall and St. Joseph counties. While ranking fourth in population at 601,000 it represents Indiana's second largest economic, manufacturing, and tourism region. It has the largest concentrations of recreational vehicle manufacturers, the largest grouping of orthopedic manufacturing entities, and some of the strongest agricultural companies in egg, duck and ethanol production in the country.

This business climate is supplemented by a strong regional grouping of colleges and universities led by the University of Notre Dame and Indiana University South Bend. In addition, the Ivy Tech Community College system is providing access for many non-traditional students desiring to enter post-secondary education for the first time. Eight hospitals provide the foundation for the region's health care system, with specialties in cardiology, cancer research, orthopedics, neo-natal care, and emergency medicine, all supported by a two-year medical school established by a partnership between Indiana University School of Medicine and the University of Notre Dame.

This region is the core of a greater bi-state metropolitan area of 805,000 people, the 42nd largest statistical region in the United States. South Bend is the largest city. Additional key cities include Elkhart, Mishawaka, Goshen, Warsaw, Plymouth and Rochester.

This strategic plan presents a view towards the future, assuring that Northern Indiana is prepared for the challenges and opportunities of the 21st Century. It also focuses on immediate needs and provides solutions to address both the "here and now" and the "future" to assure that Northern Indiana is ready for the knowledge and skill-based economy of the 21st Century.

I. Mission Statement and Strategic Plans

A. Mission Statement

The Northern Indiana Workforce Board's mission statement is to: "Define needs, identify resources, and promote and develop relationships that result in regional economic growth, strong businesses, and skilled workers."

B. Vision Statement

The Northern Indiana Workforce Board's vision for the Region 2 Workforce Service Area is: "A strong and growing economy that reflects productive workers and competitive businesses that support an increasing standard of living and improved quality of life for Northern Indiana businesses and citizens."



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C. Goals

The Regional Workforce Board has defined the following goals for the regional workforce service area. These goals support the State of Indiana's workforce system priorities, namely, to grow Hoosier jobs, increase the personal income of Hoosiers, and deliver premier customer service:

Organizational Goals:

- 1) **Economic Growth and Business Development:** To facilitate the ongoing development of a skilled workforce required for economic growth and business development in Northern Indiana.
- 2) **One-Stop Development:** To establish a quality One-Stop system that meets workforce development needs in Northern Indiana.
- 3) **Youth:** To strengthen the academic, career, and life skills of all youth in Northern Indiana, with an emphasis on at-risk youth 18 years and older (Older Youth).
- 4) **Regional Collaboration:** To identify workforce development issues and create synergies through established resources by convening new partnerships and collaborations to develop solutions that encourage economic growth.
- 5) **Lifelong Learning:** To advocate and promote the principals of lifelong learning and skills development for employability, workforce development, and increased regional economic growth.

Operational Goals:

- 1) **Internal and External Systems:** To implement internal policies, task forces, and strategies by which to support the fulfillment of the Board's vision and mission. Also, to create partnerships with a variety of community organizations from all sectors of activity, through which to operationalize and implement that vision and mission.
- 2) **Resource Development:** To identify, develop, and secure appropriate resources, from a variety of federal, state, and foundation/corporate sources, with which to create and sustain Board-approved programs, partnerships, and workforce-related opportunities. The universal goal of these activities, whether they involve training, violence abatement, or skills assessment, etc., is to assist in the economic growth and health of EGR2.



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The Northern Indiana Workforce Board believes these goals will support the State of Indiana's workforce development strategy of regionalization and integration of services while addressing workforce needs of both the employer and job seeker.

Integration of WorkOne Services is accomplished by establishing three service delivery levels. These are Welcome and Self-Service, Career Development and Job Readiness, and Business Services. These three levels comprise the primary partners for WIA, Wagner-Peyser, Veterans and TAA.

Ancillary services are provided through co-location of community partners within the WorkOne system, through both a physical presence and through electronic linkages, and by effective communication. The Northern Indiana Workforce Board and Workforce Development Group, Inc., as the Regional Operator, in collaboration with the WorkOne System and its partners will continue to seek out and implement innovative practices that will lead the state's workforce development.

D. Finances

1. What are your primary funding streams including sources with dollar amounts?

Strategic Skills Initiative: \$921,688

Workforce Investment Act: \$3,636,000

Workforce Diversity Initiative: \$208,000

2. What are your financial obligations for each of the two program years?
Estimates for funding and obligations should be used for PY2007.

All WIA funds allocated to Region 2 have been obligated.
NIWB obligates all of its resources, and therefore anticipates that all 2007 allocations will be similarly obligated.

3. What percent of your WIA funding is used for administration in contrast to program, for overhead¹ in contrast to service delivery, and for tier of services (core, intensive & training)?

Administrative costs exceed no more than 10% of the total WIA and SSI allocations.

Programming costs exceed no more than 14% of the total WIA and SSI allocations, and include special projects managed by the Regional Operator. These include:

¹ Overhead includes all costs that are not services delivery which is strictly limited to direct service costs for clients such as training, workshops, supportive services, etc. and front line staff costs including front line supervisor costs.



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- **Grow Michiana** – Focuses on relationships with economic development entities in the five county workforce service area, plus four counties in southwestern Michigan. The total area encompasses the metropolitan region. The Initiative seeks to increase business retention efforts in the region. The workforce component emphasizes training opportunities for incumbent workers and identification of potential job openings.
- **Work Ethic certification in high schools** – Currently working with three school corporations to integrate the Work Ethic certification into their curriculum program, in partnership with the respective chambers of commerce.
- **Rapid Response** – Regional rapid response activities for companies under 50 employees.—Activities are developed in coordination with the DWD Business Consultant.
- **Business outreach** – Identification of employers who are interested in participating in the Bridges Out of Poverty program that links WorkOne activities with the Bridges Out of Poverty network.
- **National Association of Direct-Care Workers of Color Outreach** – Identification and recruitment of minority candidates for health related occupations in South Bend and Elkhart.
- **Technology Transfer and Virtual Tech Park Initiative** – Identification of local patents for technology transfer activities that have the best chance to compete in the marketplace.

Subcontracts with service providers consist of 72% of the total WIA and SSI allocations.

4. What actions are being taken to reduce administration and overhead costs and to increase funding spent on training?

The Regional Operator plans to increase funding, through application for federal, state, and private resources, for programs that fit with the Regional Workforce Board's mission and vision. Administrative costs will be spread across additional funding resources, thus putting more WIA funding into programming/subcontracts, thereby increasing resources for training.



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Current WorkOne policy emphasizes the need for training services, and provides for a maximum amount of \$5,000 for training per eligible client. Although every effort is made to ensure that administrative costs and overhead costs are kept to a minimum, primary emphasis is placed on the provision of services to WorkOne clients (both business and individual). NIWB's philosophy is to provide services to the community, and to ensure that all individuals within the Region 2 WSA receive, at a minimum, basic services through Wagner-Peyser and WIA.

5. Describe the competitive process used to award grants and contracts for activities carried out under WIA.

Under the guidance of the Regional Workforce Board, the Regional Operator engages in a competitive selection process by developing a Request for Proposal based upon federal, state, and local guidelines. A notification of the competitive process is placed in the legal sections of newspapers throughout the workforce service area. The RFP is made available for download on the WorkOne Website, through the DWD website, and contact information is provided, allowing individuals or organizations to request a paper copy or an electronic version via email.

The submissions are reviewed for basic adherence to the RFP guidelines. Each proposal is reviewed by Workforce Development Group staff, and proposals holding merit with components specific to the RFP are moved forward in the review process. Then, representatives of the proposing entity are invited to deliver an in-person presentation and participate in a question and answer session with WDG Staff. Following these presentations, the proposals are reviewed by the staff review team and graded in terms of their adherence to the published RFP criteria. The review team makes its recommendations to the RWB for final approval, supported by clear evidence of service provider capabilities and appropriate funding levels.

E. Strategic Service Delivery

1. How is the RWB addressing the needs for service delivery in a cost effective manner?

Under the Regional Operator's leadership at WorkOne, a internal management team is providing strategic planning at the operational level, analyzing critical measurables and holding issue-specific task forces accountable for the improvement of customer/employer and candidate services.



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2. With the reduction of unemployment insurance staff in the WorkOne centers and the upcoming focus on self-service systems for both labor exchange and unemployment insurance, how does the RWB propose to adjust their service delivery strategy to meet the needs of the EGR in a cost-effective manner?

The WorkOne management team will strategize how to meet the flow of candidate needs and implement and monitor those decisions using measurables that will ultimately inform service direction and requirements. The outcomes include focusing resources on heavy traffic areas, allowing as many candidates as possible to access user-friendly services via computers, with minimal staff assistance, and providing training in a variety of job skills, with an emphasis on skills identified during the Strategic Skills Initiative research that will enhance the regional economy by meeting the demands of employers for a workforce competent to fill occupations in the 21st Century knowledge-based environment.

3. Has a strategy been developed to identify strategic partners for collocation and collaboration in the WorkOne? If so, describe the strategy.

Currently, WorkOne includes two service providers for WIA programs – Job Works and Goodwill – personnel of the Indiana Department of Workforce Development, and 13 other partners. The Regional Operator is examining relationships with additional partners for the purposes of facilitating training in career skills, basic skills, and life skills.

4. Who are those partners?

Ongoing conversations are being held with traditional WorkOne partners, including: Elkhart Area Career Center, Indiana University South Bend, Ivy Tech Community College, Plymouth Community School Corporation, South Bend Community School Corporation, Real Services, the City of South Bend, St. Joseph County Division of Family and Children's Services, Transitional Resources, Vocational Rehabilitation Services, ADEC, Catholic Charities, and Job Corps.

New partnerships are being developed with regional faith-based organizations, schools in Kosciusko and Fulton counties, and grassroots organizations dedicated to the improvement of lives and skills throughout the region. The Regional Operator is working to facilitate the creation of consortia, by which organizations with similar goals can meet to coordinate activities and fundraising (including grant-writing) efforts.



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5. What is the service integration strategy for increasing the integration of all WorkOne services within the restrictions that are set forth by federal and state law/policy?

The NIWB has established a demand-driven integrated services strategy for service delivery in the Northern Indiana WorkOne System. The strategy involves three key principles:

- Meet employer expectations – This is the key to a demand-driven system. It requires that WorkOne, through the Business Services Division and the Regional Operator, know and understand employer needs by meeting with employers on a regular basis. Once the needs and expectations are known, WorkOne must adjust to meet them. The measure of success is exceeding the Employer Satisfaction measure.
- Prepare job candidates – Once employer expectations are known, the second key element is to assure that job candidates have the necessary skills to meet employer expectations. This is accomplished through the Career Development Division. Job candidates must have the basic and job readiness skills, plus the technical skills employers need in order for WorkOne to meet employer satisfaction.
- Provide high quality services – This the third pillar of success for the Northern Indiana WorkOne system. High quality services obliges the WorkOne staff to be fully integrated and working as one team to meet employer expectations while preparing quality job candidates. This requires that WorkOne manage the relationship with job seekers from the moment they enter the WorkOne center. To accomplish this goal, NIWB has established the *Welcome and Self-Service* division to manage the initial interaction with job seekers and assist those who only require self-services. This measure of success is exceeding the Customer Satisfaction measure.

The primary programs of WorkOne are WIA, Wagner-Peyser, Veterans and TAA. In program year 2006, we integrated the Business Services and Career Development divisions among the primary programs of WorkOne. In 2007, we are implementing the Welcome and Self-Service Division. This division will be managed by the South Bend DWD Local Office Manager, funded 50% through the Integrated Services Contract, and 50% through DWD funds.

6. How does this include the use of systems such as TrackOne and other tools that enhance the ability to integrate service delivery?

The TrackOne methodology for case management is an integral part of the service delivery strategy. For the first time, WorkOne will have the ability to



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track jobseekers through the system, regardless of funding stream, thereby enhancing our ability to provide relevant and timely services to candidates and employers.

7. How is the RWB integrating the Strategic Skills Initiative (SSI) into WIA service delivery and operations? How will the RWB continue the SSI without the additional SSI funding?

All participants and students receiving SSI funds will be registered in the TrackOne system at WorkOne centers and will have the advantage of receiving case management if needed. Through effective case management, work candidates will be able to evaluate their own skill sets, identify skills needed for SSI-targeted occupations, and develop a training program through which to acquire those skills. Furthermore, participation in the SSI/TrackOne program will help candidates secure well-matched and functional placements in the workplace, adding to the outcomes of job sustainability and improved wages. WorkOne staff are alerted to, and in some cases are actively seeking, funding opportunities to expand the populations taking advantage of SSI opportunities. Where investment in the startup of educational or training programs is taking place, the SSI funds are viewed as seed monies, designed to initiate the programs, and building capacity that will lead to other opportunities for funding to provide program sustainability.

8. What strategies are being developed to support the three Pro Talent objectives described in “Accelerating Growth - Indiana’s Strategic Economic Development Plan?”
 - a. Eliminate functional illiteracy in the workforce.
 - i. Task Forces comprised of WorkOne staff members and managers and organized by the Regional Operator are engaged in ongoing discussions about changes in policies that would positively affect how staff and partners can impact the WorkOne clients seeking employment and careers at EGR2 WorkOne Centers. We anticipate adding additional basic skills training to our core service curriculum identified in our SSI research. This can include the National Work Readiness Credential.
 - ii. Our 21st Century Skills Council is considering what impacts are needed and could be made with regional providers of secondary and post-secondary education.
 - b. Increase the competitiveness of EGR2 employers by increasing the skills of incumbent workers.
 - i. Our SSI impact will begin the process. In fulfillment of the mission of the Strategic Skills Initiative we are in dialogue with local educational institutions and employers concerning



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- the hierarchy of occupational skills SSI will focus on in both the near-term and the long-term. SSI funds will be used not only to enhance training in the skill sets discovered to be most critical to the regional economy, but also in those occupations identified as second-tier and important for future economic growth. This activity will include the design and development of funding for sustained training activities.
- ii. Work with Ivy Tech and other partners to find low cost, “bite sized” basic skill, career skill, life skill and job skill modules that move learner/workers along with quick wins.
 - iii. Add additional technology-based training modules to the Virtual Reality courses in Computer Numerical Controlled machining and welding currently being developed with SSI support. These modules may include well-received educational products already developed and marketed by Oxygen Education and Amatrol, both of them Indiana companies.
 - iv. We envision at WorkOne a large self-serve function with minimal staff assistance whereby clients use computers to self register, perform job search activities, career learning skills activities, basic skills learning, and life skills learning.
 - v. Provide the EGR2 Regional Operator and WorkOne management with data, statistics and performance measures to help improve client flow and reduce bottlenecks; achieve achieve results by improving the quality of service at WorkOne for employer/customers and jobseeker/clients.
 - vi. Determine regional critical employer skill gaps and fill those gaps with qualified employees.
- c. To prepare the emerging workforce to meet the 21st Century employer demands of a knowledge/skill based workforce.
- i. As representatives of the Workforce Investment System, the Regional Workforce Board will seek to work with economic developers and educators to develop and implement strategies for training and educating new potential workers, strategies that are focused on demand-driven occupational skills. Among the strategies currently active, or planned for implementation during PY 2006-7, are:
 - Advancement of partnerships between regional businesses and high schools leading to the development of internships and job-shadowing opportunities.
 - Support for faith-based and community programs designed to prepare low-skill workers for successful entry into the labor marketplace.



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- Support and consult with regional alternative high schools and educational projects designed to reach, educate and train out-of-school youth, particularly those affiliated with gangs.
 - Develop partnerships with regional labor unions to create apprenticeship opportunities for dislocated workers and youth.
 - Participate in Indiana's Major Opportunities program designed to train minority persons in skills in demand in the construction trades.
- d. Increase the talent pool by retaining educated graduates to attract businesses and industries.
- i. The Regional Operator will seek to develop partnerships with economic developers to retain current and growing companies and bring in new companies. This will create more high skill / high wage opportunities to engage a promising workforce.
 - ii. The Regional Operator will also continue to work with educators to develop curricula that support the education and training required to meet the demands of current, new and emerging companies for high skill/high wage employees.
9. What is the RWB's continuous improvement strategy?
- a. The continuous improvement strategy is focused on three levels...
- i. The Regional Operator CEO is working with regional leadership to develop a *Focus on the Future* forum that exams the future prosperity of our Region. (This is presented as a solution in our SSI findings.) We are attempting to provide a culture of working together to grow the region.
 - ii. The staff is working with the region's counties economic developers and chambers to create a retention plan through interviews with top management of current businesses and addressing their needs when appropriate.
 - iii. WorkOne is going through state mandated structural and staff changes which will lead to improvement of services. Further more the WorkOne Management Team is focusing on internal customer demand focused and client needs focused strategic improvements. This is in process and will be forth coming in the first quarter of the annual year – 2007.
 - iv. We are participating with the DOL – ETA Apprenticeship Program. Strategic improvements will be coming from those visits and dialogues.
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10. How is continuous improvement being used to address quality staffing, service delivery integration and improved performance?

- a. As noted in the above statements the Regional Operator is working with the Regional Workforce Board and WorkOne service providers to initiate improvements on macro and micro levels. Improvements concerning delivery and performance will be impacted by Up-Link and TrackOne. We are implementing key improvements that are based upon those changes. When the system changes are fully implemented, the WorkOne management team will develop strategies to improve services for employers and job seekers. The management team will emphasize self-evaluation opportunities to support plans for continuous improvement.

F. WorkOne Marketing

1. How is the RWB promoting the WorkOne system?

Branding all our services to employers, clients and the public has become a mandate. The board has chosen to use the WorkOne brand to identify themselves, the Regional Operator, the regional DWD and the service providers. All parties have agreed. This will diminish confusion in the community and region. The values added to the region through the WorkOne system is promoted in many ways as listed in the next question...

2. What marketing strategy exists, not only to promote the WorkOne system, but also to increase communication between all parties including elected officials, RWB members, partners, employers, and the public?

- Integrate all services under one brand
- Develop a working partnership with regional media and elected officials by sponsoring roundtable discussions of mutual concerns and issues
- Form strategic partnerships with community and economic development organizations
- Sponsor regular job fairs and workshops for job seekers under the WorkOne brand
- Create a series of seminars for employers, on a variety of topics, held at the WorkOne centers
- Participate in major community events
- Maintain an ongoing regional public relations program for WorkOne
- Have an organized program to call on employers and help them with their employment and training needs
- Work with education providers to develop the training programs needed most in the region



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- Form employer advisory councils for each WorkOne County in the region
 - Maintain a strong orientation and outreach program to make both employers and job seekers aware of WorkOne services
 - Create and maintain the WorkOne Web Site
3. How is the RWB's website used to promote the WorkOne system and increased communication?

In numerous ways, the Region 2 workforce board uses the SAVVY award-winning website www.gotoworkone.com to promote the WorkOne system and to boost communications. These aspects include:

- The "colored tab" layout structure designed to promote the web site as a service to WorkOne's customer base. This structure includes red tabs for the web pages dedicated to employers; green tabs for pages devoted to job seekers; orange tabs for the pages targeting youth, and blue tabs for the pages dedicated to general WorkOne business;
- The tag line just below the WorkOne of Northern Indiana logo, shown on every page of the web site including printer friendly pages, is designed to promote WorkOne's mission to the public. The tag line is "Where Business Finds People and People Find Jobs";
- A brightly colored navigation button is displayed on the bottom of the home page providing people access to the WorkOne Business Services Division's "New Job Center" that describes selected job openings from northern Indiana;
- The site provides employers with a convenient, online form to submit orders for job postings to WorkOne. This form allows employers to establish an account with WorkOne so that the second time they go to the site to post a job, the online form will automatically populate with their basic information. This aspect is designed to promote WorkOne in the employer community and to encourage employers to post new jobs with WorkOne;
- Another navigation button on the home page provides a key WorkOne customer—employers—with easy access to an online form to sign-up for WorkOne's two electronic newsletters;
- The e-newsletters, *WorkOne Employer eNews* and *Grow Michiana eNews*, provide original reporting and writing designed to promote the WorkOne system. For example, separate issues of the *WorkOne Employer eNews* provided in-depth coverage of two events sponsored by WorkOne of Northern Indiana, the 2006 Youth Symposium on the Emerging Workforce (<http://www.gotoworkone.com/home/index.asp?page=205>) and the Fifth Annual Economic Forecasting Summit (<http://www.gotoworkone.com/home/index.asp?page=218>);



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- The web site provides convenient access to a calendar of WorkOne events designed for employers, job seekers, and youth;
- The web site provides online registration for WorkOne events;
- The site provides updates on "The Latest News" of interest for WorkOne's customers;
- The site provides WorkOne's customers with interactive forms to submit information to WorkOne, such as with the October 2006 Major Opportunities pre-apprenticeship training program for the construction trades (<http://www.gotoworkone.com/home/index.asp?page=241>); and the web site provides a comprehensive and easy-to-use search function for individuals to search for WorkOne programs of interest to them.

G. SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis

1. What are the EGR strengths, weaknesses, opportunities and threats?

1. Strengths:

- a. Strong tradition of manufacturing and product innovation.
- b. Large amount of value-added dollars, especially from transportation equipment manufacturing and biomedical sectors.
- c. Good post-secondary educational and training institutions: for example, University of Notre Dame, Indiana University South Bend, Ivy Tech Community College Region 2, Signal Learning, Goshen College, Mapletonics and Elkhart Area Career Center. Region is home to 14 universities, colleges/college satellites, community colleges, and post-secondary training institutions.
- d. Larger number (per capita) of social service/community assistance organizations than in like-sized regions.
- e. Strong healthcare presence among region's seven hospitals, with competitive advantage in oncology, orthopedics, cardiac care, family practice, and palliative care.
- f. Presence of large fiber optic cable capacity.
- g. Transportation centers: airport, Indiana Toll Road, railroads – linking region with rest of the country.
- h. Influx of IT companies into Elkhart County.
- i. Regional investment in alternative fuel production – ethanol, biodiesel.
- j. Unusual concentration of transportation equipment manufacturers and suppliers, as well as orthopedic equipment manufacturers in the region (location quotients = 5.0 – 9.1, depending on sector)
- k. Location quotients in several other sectors of 1.9-3.0, showing diversity.



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2. Weaknesses:

- a. Regional reliance on manufacturing, especially non-lean, low-skill industries.
- b. Area (Elkhart County) reliance on transportation equipment industry (@50% of workforce), especially recreational vehicles – susceptibility to gasoline prices, interest rates, and hurricanes.
- c. Relatively little pursuit of training in 21st Century manufacturing processes – lean, six sigma, etc. Relatively few companies have adopted process innovations.
- d. Sub-standard secondary and elementary school systems in a portion of the region, esp. South Bend, where 67% of school children are economically disadvantaged.
- e. Ongoing regional emphasis on 4-year college education, ignoring benefits of 2-year training programs and associated skills acquisition.
- f. “Brain drain” of young (25-39), educated (B.A. and above), single people.
- g. Significant in-migration of Hispanics and concomitant lack of job/training opportunities for them.
- h. Reliance on traditional educational practices of student mobility (you come to the classroom) in an age of content mobility (we’ll come into your facility or home).

3. Opportunities:

- a. Lighting of fiber optic cable network (Metronet) will attract data-intensive companies and operations.
- b. Strategic Skills Initiative programs will develop skills in workers capable of participating in 21st Century manufacturing and technology positions.
- c. Major Opportunities may provide construction skills to marginal populations, enhancing potential for infrastructure developments.
- d. Consortia are being built to address training needs, youth issues, and economic development goals at a pace much faster than in the past.
- e. New models of secondary education are in place throughout the region, serving at-risk communities with significant success rates.
- f. Modest success at attracting new companies to the region is now anticipated.
- g. Potential, given expertise of regional hospitals, to develop a world-class healthcare center.

4. Threats:

- a. Youth violence and gang activity show little promise of abatement – probably a function of pockets of economic inadequacy in larger cities. Related to 2(c) above.
- b. Global competition, especially Chinese, in the transportation industry presents a future threat.



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- c. Regional shift-share data suggest a potential downturn in the economy, following national trends in similar industries, unless regional companies engage in process innovation on a greater scale than at present.
 - d. Regional manufacturing companies are being purchased by extra-regional conglomerates, who have little interest in regional issues. Value-added wealth declines as a result.
 - e. Multi-county tendency is to view economy by county, rather than as a regional phenomenon, constraining economic development and partnerships.
 - f. International trends in orthopedic equipment manufacturing may lure regional companies out of the area, especially as scientific developments in biotechnology and nanotechnology take place elsewhere. This is, in part, a function of flaws in the secondary educational systems in the region, which do not yet place sufficient emphases on science and mathematics.
 - g. South Bend, and Elkhart/Goshen MSA, which influence other parts of the region, too often exhibit a cultural tendency toward turf-ism and inertia, rather than cooperation and innovation.
5. How will the RWB use the strengths and opportunities to the advantage of the WorkOne system? *AND* 6. How will the RWB address the weaknesses and threats in order to minimize any adverse affect on the WorkOne system?

The answers to the above questions are virtually the same, in that both involve a series of activities and concepts designed to accentuate the strengths and transcend the weaknesses of the regional economy. The Regional Workforce Board, through the Regional Operator, will promote activities within WorkOne that, first and foremost, seek to create effective partnerships among a variety of regional entities and organizations.

These partnerships are of several kinds:

- a. With businesses (via WorkOne Business Services Division) –
 - 1. Conduct need analyses with specific regional companies to identify occupations, both extant and emergent, that will be of concern to the company in the future. The goal of these analyses will be accuracy of placement and candidate training.
 - 2. Gather demand data from partner businesses concerning anticipated occupational and skills needs, desired training subject areas, and projected increases in needed skill sets.
 - 3. Facilitate discussions between partner companies and regional economic development entities for the purposes of planning and assessing workforce training needs.
 - 4. Pursue TAG (Training Acceleration Grants) designed to help regional companies implement lean and other manufacturing process



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innovations. These will involve identification of companies that would benefit from such training, and liaison with vendors, such as Elkhart Chamber of Commerce and Purdue TAP.

5. Pursue TAG grants, at company or consortium requests, to facilitate the upgrade and/or acquisition of employee skills and skill sets needed to compete globally in the coming decades.

b. With educational/training institutions (K-12 and post-secondary), via the WorkOne Individual Services Division –

1. Maintain effective case management and WorkKeys assessment strategies, including skill remediation by educational partners.

2. Review current literature to develop awareness of future workforce needs. Work with training partners to develop curricula capable of teaching skills relevant to developing and emergent jobs (such as occupations involving nanotechnology and biotechnology).

3. Promote DWD Work Ethic certifications in regional high schools and secondary-level career centers.

4. Establish partnerships with both training institutions and third-party vendors to create e-learning, just-in-time technology-based training modules, not only Internet-based, but also capable of taking advantage of regional fiber optic capacity and trans-regional datacasting via public television signal.

5. Maximize Strategic Skills Initiative funds and leveraging made possible by those funds, to expand the supply pipelines of current and future critical occupations in EGR2.

6. Support and serve as advisors to regional educational innovations, such as alternative high schools, career centers, and charter schools.

7. Organize and promote in-school programs, as early as middle school, by representatives of manufacturing and health care sectors, in which job awareness would be provided to young people otherwise unaware of opportunities in those fields.

8. WorkOne will expand the recruitment of minority persons for participation in special training/job acquisition projects, such as Major Opportunities.

9. In concert with the Youth Council, explore and crystallize strategies for engaging at-risk and out-of-school youth in the world of work.

10. The Regional Operator will continue to explore partnerships that facilitate the development of internships, shadowing experiences, and apprenticeships for K-12 students, dislocated workers, and out-of-school youth.

c. With community organizations, including those that are faith-based -

The Regional Operator, through WorkOne's Individual Services Division, will:



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1. Support and refer candidates to community and faith-based groups that provide state-recognized, certification-oriented training.
2. Conduct individual assessments via WorkKeys and TABE, and provide referral to remediation programs, including those affiliated with community and faith-based groups, as necessary.
3. In partnership with community and professional organizations, develop training modules in soft skills and life skills for candidates needing such training.
4. In partnership with community organizations, provide training in communications skills, including active listening, giving and taking orders, and conflict resolution.
5. In partnership with community organizations, support training in image management and deportment to enhance job-readiness.

The Regional Operator will:

1. Pursue capacity-building solutions for community and faith based organizations that provide needed training and skills-building to youth and dislocated workers.
2. Create consortia to develop training programs in skills and occupations overlooked by traditional educational and training institutions (e.g. CNA, orthotics specialist, forklift mechanic/operator)

In order to ensure that regional economic growth extends to all members of the community, especially marginalized and minority populations, efforts will be undertaken to provide awareness, develop skill sets, establish mentoring partnerships, and create job opportunities for workers and potential workers, especially at-risk youth. To facilitate the participation of at-risk youth in the economic life (and growth) of the region, the Regional Operator, through the Youth Council, will:

1. Engage community organizations and leaders in discussions leading to strategies designed to reduce youth and gang violence throughout the region.
2. Develop community-based strategies for reaching out-of-school youth and referring them to WorkOne.
3. Organize and conduct neighborhood focus groups to identify common problems and potential grass roots solutions, then relay such information to key institutional and government partners.

The Regional Workforce Board, through the Regional Operator, will:

1. Use available opportunities to promote a concept of regionalism and regional economic growth, rather than the more traditional vision of county-specific interests.
2. Place emphasis on the building of consortia and partnerships as a means of more effectively growing the regional economy and jobs.



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3. Promote and promulgate the idea of process innovation in regional companies, especially those smaller, rural establishments that might otherwise tend to become moribund.

4. Sponsor and promote the collection of regional data and data analyses, designed to afford assessments of the *status quo* and planning for future growth.

5. Sustain effective relationships with regional elected officials, state DWD staff, economic development personnel and offices, and regional Chambers of Commerce.

6. Engage in process innovation within WorkOne itself, toward the goal of seamless, cohesive, and efficient activity oriented to the customer and candidate.

7. Re-align WorkOne practices and personnel to reflect the structure of Core Self Service, Phase II, and Phase III activities.

8. Seek and exploit new funding streams, not only at the state level, but also from federal and foundation sources.

In sum, the above programs and strategies will maximize the ability of the Regional Workforce Board to take advantage of regional strengths and opportunities, and minimize the effects of regional weaknesses and threats.

H. Grant Opportunities

1. What grants or types of grants does the RWB plans to pursue? Include descriptions of the services available under the grants and how the grants fit into the RWB's strategic plans.

The Northern Indiana Workforce Board supports the pursuit of five types of grants, namely:

- a. Training Acceleration Grants (TAG) – The Regional Operator seeks opportunities to assist companies or consortia of companies in the preparation of TAG applications. As opportunities present themselves, the RO will take the lead in working with regional establishments toward the goal of creating TAG-oriented consortia.
- b. Skills Enhancement Fund (SEF) Grants – The Regional Operator maintains a liaison with the Indiana Economic Development Corporation, the funding agency of SEF grants. While not as pursued as TAG, because of certain grant constraints, the SEF are important sources of training assistance for regional companies.
- c. Federal grants – a weekly survey of new grant announcements, with emphases on DOT ETA and HHS grants, is conducted by Regional Operator personnel. Grants exhibiting criteria corresponding to the goals of WorkOne and its partners, or with the vision of the Regional Operator, are evaluated for their relevance to regional activities. Selected grant opportunities are then pursued diligently, with the involvement of partners and contractors capable of maximizing the likelihood of receiving the award.



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- d. Foundation and corporate grants – Information is routinely gathered from a variety of sources about grant opportunities provided by community, regional, national, and multinational corporations and foundations. As training, educational, capacity-building, and partnership-creation opportunities come into view, the Regional Operator evaluates foundation and corporation grant opportunities for their relevance to envisioned projects, and will either write, or assist in the writing, of grant proposals for these projects.
- e. Community of Learning Endowment – the Regional Operator envisions the establishment of an endowment fund of between \$5-\$10 million, dedicated to providing tuition assistance to incumbent or dislocated workers, in-school or out-of-school youth, and adults desiring to improve their occupational skills or move up a vocational lattice or ladder. Seed money for this endowment fund will be sought from one or more of several national grant-making organizations, some of which have already been contacted. Sustaining funding will come from manufacturers, regional governments, and other entities taking advantage of the outcomes of an increasingly skilled and proficient workforce.

All of these grant opportunities are focused on the same general outcomes:

- 1. To raise the skill level of the regional workforce in general.
- 2. To address issues within minority communities in such a way as to enhance work skills of their members.
- 3. To provide alternative training opportunities for dislocated workers and out-of-school youth, who perhaps have become marginalized by the current lack of training opportunities, or lack of awareness of training opportunities.
- 4. To expand the training pipeline of persons entering critical occupations in the region, those which are “critical” in the sense that the absence of a qualified person on the job results in a constraint to company throughput. Thus, “critical” may refer to a highly trained, highly skilled technician, or a person with less esoteric skills, but who performs a task critical to the effective outcome of the establishment (e.g. surgical technician, machine maintenance specialist)
- 5. To provide opportunities for regional workers to develop expertise in emergent occupations involving nanotechnology, biotechnology, life sciences, and 21st Century processes (e.g. lean, waste elimination, 5Ss, etc.) to meet the needs of current and potential employers and entrepreneurs.
- 6. To provide young people, both in school and out-of-school, with alternatives to gangs, street life, and cycles of poverty, by enhancing their self-esteem, workforce participation, and cultural contributions through various modalities of training, skills enhancement, and access to positive life experiences.



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2. What strategies are in place to promote grant opportunities to employers? Please specify any specific grant opportunities that are being promoted to employers.

The WorkOne Business Services Division, in cooperation with the DWD TAG gatekeeper located within WorkOne, will help identify those companies in need of grant-assisted skills training. Similarly, Ivy Tech Community College Region 2, maintains contact with potential grant recipients, and both Ivy Tech and the BSD will relay information concerning TAG needs to the Regional Operator staff. In addition, the Strategic Skills Initiative focus groups included many companies in both manufacturing and health care that could be potential applicants for TAG, SFE, or DOL ETA grants. Regional Operator staff maintain communications with regional Chambers of Commerce and economic development offices, in part for the purpose of identifying firms that may benefit from skills enhancement training. Finally, mailing lists, organized by NAICS codes, location, and size, have been constructed, and may be wholly or partially utilized to notify regional establishments of grant opportunities.

Currently, the following funding opportunities are in process, or have been written and submitted:

DOL/ETA	Community-Based Job Training grant \$2.5 million Subject: Creation and distribution of e-Learning training modules
IN TAG	Home Health Aide Training and Mentoring \$200,000 Subject: Mentor training and specialized skills training for home health aides
IN TAG	IT certifications \$150,000 Subject: Upgrading IT employees' skills to Cisco or Microsoft certifications
HHS/ACF	HHS-2005-ACF-OCS-EI-0053 \$1.0 million Subject: Assets for Independence Demonstration Program, in partnership with local alternative high school and Project Impact



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II. Labor Market Information and Demographics

A. Workforce Statistics

1. What does the current workforce look like statistically? This should include data on both the workforce and the job seekers.

As of October, 2006 (except where noted), the workforce consisted of the following categories:

Population (2005)	605,204
Workforce	322,189
Employed	306,351
Unemployed	15,838
Unemployment rate	4.9%
State unemp. Rate	4.6%
U.S. unemp. Rate	4.1%

In 2005, the region's workforce was found in the following NAICS sectors:

	Employment	Region %	Earnings (\$000)	Region %	Avg. Earn/job
Farm Proprietors	4,791	1.2%	\$112,006	0.7%	\$23,378
Nonfarm Proprietors	54,060	13.9%	\$1,620,080	10.1%	\$29,968
Farm	5,759	1.5%	\$145,760	0.9%	\$25,310
Nonfarm	383,626	98.5%	\$15,832,856	99.1%	\$41,272
Private	352,655	90.6%	\$14,504,903	90.8%	\$41,131
Accommodation, Food Serv.	21,173*	5.4%*	\$282,313*	1.8%*	\$13,334*
Arts, Ent., Recreation	4,251*	1.1%*	\$53,234*	0.3%*	\$12,523*
Construction	19,441	5.0%	\$776,858	4.9%	\$39,960
Health Care, Social Serv.	34,900*	9.0%*	\$1,414,520*	8.9%*	\$40,531*
Information	4,644	1.2%	\$203,544	1.3%	\$43,829
Manufacturing	108,017	27.7%	\$6,708,635	42.0%	\$62,107
Professional, Tech. Serv.	12,684*	3.3%*	\$603,376*	3.8%*	\$47,570*
Retail Trade	40,655	10.4%	\$919,463	5.8%	\$22,616
Trans., Warehousing	4,304*	1.1%*	\$155,771*	1.0%*	\$36,192*
Wholesale Trade	15,883	4.1%	\$887,357	5.6%	\$55,868
Other Private (not above)	78,128*	20.1%*	\$2,184,900*	13.7%*	\$27,966*
Government	30,971				

* These totals do not include county data that are not available due to BEA non-disclosure requirements.

Source: www.stats.indiana.edu



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2. What are the workforce needs for the area's employers (current and future)?

The following jobs are currently listed as regional "hot jobs":

Region 2's Top 10 Occupations by Growth

2002 - 2012 Long-Term Projections

- 1 Registered Nurses
- 2 Teacher Assistants
- 3 Elementary School Teachers, Except Special Education
- 4 First-Line Supervisors/Managers of Production and Operating Workers
- 5 Secondary School teachers, Except Special and Vocational Education
- 6 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
- 7 Waiters and Waitresses
- 8 Janitors and Cleaners, Except Maids and Housekeeping Cleaners
- 9 Maintenance and Repair Workers, General
- 10 Receptionists and Information Clerks

Source: www.hoosierdata.com

However, anticipated openings for high-skilled, high wage workers, in terms of percentage increases in job openings - in all sectors - include occupations other than many of those above:

Occupation Title (Highlighted occupations are targets of SSI efforts.)	Base Year Emp. 2006	Project ed Year Emp. 2012	Growth Rate
Biomedical Engineers	70	120	77.27%
Law Teachers, Postsecondary	30	50	62.50%
Art, Drama, and Music Teachers, Postsecondary	150	250	62.50%
Psychology Teachers, Postsecondary	120	190	61.67%
Business Teachers, Postsecondary	240	380	61.44%
Architecture Teachers, Postsecondary	20	40	60.87%
Physics Teachers, Postsecondary	60	90	60.71%
Education Teachers, Postsecondary	310	490	60.59%
Health Specialties Teachers, Postsecondary	110	180	60.53%
Sociology Teachers, Postsecondary	40	60	60.00%
Foreign Language and Literature Teachers, Postsecondary	30	50	60.00%
History Teachers, Postsecondary	70	100	60.00%
Chemistry Teachers, Postsecondary	90	140	59.30%
Social and Human Service Assistants	420	670	59.29%



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Communications Teachers, Postsecondary	60	90	58.93%
English Language and Literature Teachers, Postsecondary	240	380	58.75%
Economics Teachers, Postsecondary	40	70	58.54%
Political Science Teachers, Postsecondary	40	70	58.54%
Biological Science Teachers, Postsecondary	130	210	58.33%
Engineering Teachers, Postsecondary	150	230	57.93%
Mathematical Science Teachers, Postsecondary	170	270	57.89%
Library Science Teachers, Postsecondary	40	60	57.89%
Postsecondary Teachers, All Other	310	490	57.61%
Computer Science Teachers, Postsecondary	40	70	57.14%
Anthrop. and Archeology Tchrs, Postsec.	30	50	56.67%
Veterinary Technologists and Technicians	160	250	56.60%
Agricultural Sciences Teachers, Postsecondary	250	390	56.45%
Home Economics Teachers, Postsecondary	30	50	55.88%
Nursing Instructors and Teachers, Postsecondary	110	170	55.45%
Air Traffic Controllers	30	50	54.84%
Criminal Justice and Law Enforcement Teachers, Postsecondary	20	40	54.17%
Vocational Education Teachers, Postsecondary	160	250	53.75%
Teachers, Primary, Secondary, and Adult, All Other	650	980	50.77%
Special Education Teachers, Middle School	110	160	49.53%
Special Ed Teachers, Preschool, Kindergarten, and Elem.	280	410	49.09%
Occupational Therapist Assistants	40	60	48.78%
Special Education Teachers, Secondary School	120	170	47.46%
Physical Therapist Aides	50	80	47.17%
Occupational and Physical Therapist Assistants and Aides	220	330	46.88%
Atmospheric and Space Scientists	20	20	46.67%
Pump Ops, Exc Wellhead Pumpers	40	60	46.51%
Physical Therapist Assistants	120	180	45.90%
Library, Museum, Training, and Other Ed Wkrs, Other	20	30	45.45%
Education Admin, Postsecondary	260	380	45.21%
Medical Records and Health Information Technicians	500	730	44.73%
Physician Assistants	40	60	42.86%
Instructional Coordinators	120	180	42.74%
Cardiovascular Technologists and Technicians	70	90	42.42%



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Respiratory Therapy Technicians	60	80	41.82%
Dental Laboratory Technicians	370	520	39.89%
Kindergarten Teachers, Except Special Education	290	410	39.59%
Respiratory Therapists	180	260	39.34%
Medical Assistants	620	860	39.19%
Agricultural Inspectors	20	30	39.13%
Speech-Language Pathologists	150	210	38.31%
Occupational Therapists	160	220	38.27%
Adult Literacy, Remedial Education, and GED Teachers	150	200	37.84%
Massage Therapists	160	220	37.82%
Teacher Assistants	2,720	3,750	37.80%
Food Cooking Machine Operators and Tenders	80	100	37.33%
Life Scientists, All Other	90	130	37.23%
Environmental Engineering Technicians	40	60	37.21%
Education Admin, Elem., Second. School	340	470	37.06%
Other Health Practitioners And Technical Workers	240	330	36.97%
Health Professionals and Technicians, All Other (OES Only)	240	330	36.97%
Dental Assistants	520	710	36.47%
Dental Hygienists	430	580	36.07%
Network Systems and Data Communications Analysts	150	210	35.95%
Medical Appliance Technicians	40	50	35.90%
Veterinarians	90	120	35.29%
Physical Therapists	220	290	34.88%
Computer Software Engineers, Systems Software	150	200	34.69%
Life, Physical, and Social Science Technicians, All Other	510	680	34.12%
Public Relations Specialists	310	410	34.10%
Surgical Technologists	230	300	34.07%
Self-Enrichment Education Teachers	230	310	33.91%
Environmental Engineers	70	90	33.85%
Fine Artists, Including Painters, Sculptors, and Illustrator	30	40	33.33%
Technical Writers	80	110	32.53%
Engineers, All Other	240	310	31.78%
Rehabilitation Counselors	140	180	31.62%
Education Admin, All Other	30	40	31.03%



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Painters, Transportation Equipment	680	890	30.60%
Registered Nurses	4,040	5,240	29.64%
Computer and Information Systems Managers	390	510	29.41%
Database Administrators	180	230	29.28%
Marriage and Family Therapists	30	40	29.03%
Physical Scientists, All Other	50	70	28.85%
Counselors, Social Workers, Other Community	2,180	2,810	28.80%
Coaches and Scouts	320	410	28.80%
Air Transportation Workers	100	130	28.71%
Environmental Scientists and Specialists, Including Health	70	100	28.38%
Educational, Vocational, and School Counselors	330	420	28.10%
Mental Health and Substance Abuse Social Workers	130	170	28.03%
Construction and Building Inspectors	180	230	27.87%
Medical and Health Services Managers	470	600	27.81%
Library Technicians	220	280	27.65%
Psychiatrists	40	50	27.50%
Audiologists	50	60	26.67%
Network and Computer Systems Administrators	370	470	25.67%
Vocational Education Teachers, Secondary School	150	190	25.66%
Library Assistants, Clerical	290	370	25.60%
Compensation, Benefits, and Job Analysis Specialists	150	190	25.50%
Medical and Public Health Social Workers	170	210	25.45%
Vocational Education Teachers, Middle School	70	90	25.35%
Nuclear Medicine Technologists	20	30	25.00%
Middle School Teachers, Except Special and Voc. Ed.	1,120	1,400	24.96%
Home Health Aides	570	710	24.78%
Soc. and Comm. Service Mgrs	180	220	24.72%
Recreational Vehicle Service Technicians	240	290	24.68%
Clinical, Counseling, and School Psychologists	230	290	24.45%
Athletic Trainers	30	40	24.14%
Computer Specialists, All Other	130	170	24.06%
Sales Managers	580	720	24.05%
Cabinetmakers and Bench Carpenters	870	1,080	23.94%
Computer Systems Analysts	470	580	23.82%



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Librarians, Curators, and Archivists	470	570	23.44%
Computer Software Engineers, Applications	250	310	23.29%
Precision Instr and Eq Repairers, All Other	80	100	23.08%
Commercial and Industrial Designers	180	220	22.86%
Chiropractors	100	120	22.68%
Life, Physical, and Social Science Technicians	760	940	22.64%
Training and Development Specialists	330	400	22.42%
Mental Health Counselors	130	160	22.05%
Marketing Managers	270	330	22.01%
Crushing, Grinding, and Polishing Machine Setters, Operators	130	160	21.97%
Welders, Cutters, Solderers, and Brazers	2,300	2,800	21.96%
Advert., Market, Prom., Publ. Rel., Sales Mgrs.	980	1,190	21.88%
Industrial Machinery Mechanics	510	620	21.74%
Computer Support Specialists	760	930	21.71%
Plant and System Operators, All Other	40	50	21.05%
Food Preparation and Serving Related Workers, All Other	140	170	20.83%
Transp., Storage, Distr Mgrs	140	160	20.59%
Environmental Science and Protection Technicians	30	40	20.59%
Industrial Engineers	880	1,060	20.52%
Diagnostic Medical Sonographers	80	100	20.24%
Radiologic Technologists and Technicians	390	460	19.95%
Social Scientists and Related Workers	540	640	19.59%

Highlighted occupations were identified during the Strategic Skills Initiative as being "critical," meaning that the absence of a person performing the skill sets of that occupation would constrain throughput of the particular company or organization.

Source: http://www.hoosierdata.in.gov/dpage.asp?id=39&view_number=2&menu_level=smenu1&panel_number=2



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3. How are those employer needs for skilled employees going to be met? Include strategies for upgrading current worker skills and for finding and preparing new workers.

Strategies employed by WorkOne, the Regional Operator, and partner organizations and institutions focus on those occupations in the above table that are highlighted, namely those that exhibit high demand and high skill levels, and do not require a Bachelor's degree or above. Such jobs require Certification, an Associate's Degree, OJT, or periodic technical training. The strategies developed by the noted organizations fall within five general domains (essentially related to the strategies for exploiting regional strengths and opportunities noted above – Section I, G (1-3):

- a. K-12 Awareness
- b. Demand analyses and employer responsiveness
- c. Alternative and charter school support
- d. Community College and career-oriented university partnerships
- e. Innovative design and dissemination of certification-oriented training materials

K-12 Awareness

The Regional Operator has worked with current partners from WorkOne, post-secondary educational institutions, post-secondary training institutions, local and regional unions, and employers toward the goal of developing programs capable of being taken into intermediate and high schools. These programs would demonstrate the activities and skills associated with a variety of manufacturing and healthcare occupations, in order to provide a basic initiation to students about the occupation, its requisite knowledge and skills bases, potential earnings, and ladder/lattice opportunities. At present, students in intermediate and high schools receive virtually no information about jobs in manufacturing, and very little accurate information about jobs in healthcare. SSI partners are being asked to develop these demonstrations as an outcome of the SSI grant awards.

Demand Analyses and Employer Responsiveness

One of the greater challenges issued to WorkOne by the RWB is to improve the organization's ability to collect and gauge information about occupations in demand, both now and in the future, from a variety of employers. To do this requires perhaps more manpower than is currently on staff at WorkOne. However the Business Services Division is creating strategies whereby employers are canvassed regularly in order to gather such intelligence. In addition, employment trends are monitored by the Regional Operator to gain insight into potential occupational needs in the future. Once available data seem to indicate a fairly strong trend, training institutions are contacted to



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investigate possibilities for meeting future occupational demand through the development of new courses and curricula.

Alternative and Charter School Support

While this region is not home to any charter schools at the secondary level or higher, the Regional Operator has collected a modest library of material about such schools elsewhere in the country and raised the question about the potential for charter schools in EGR2 during focus groups and other gatherings concerning educational improvements in the area.

More significantly, the Regional Operator has recognized the value of alternative high school experiences, and supports more than one organization providing secondary education using e-learning and other technological innovations, as well as job shadowing and internships. Support for these organizations includes capacity-building funding through grants or WIA funds, and/or the promotion of partnerships with contractors at WorkOne for the purpose of enhancing the skills building of the students, most of whom are at-risk members of minority and marginal communities. While there is variability in the outcomes exhibited by these partners, some of them have demonstrated extraordinary success with even the most difficult and troubled students.

Community College and Career-Oriented University Partnerships

The Regional Operator has, and continues, to place significant emphasis on developing partnerships between WorkOne and regional training providers, such as Ivy Tech Community College, Indiana University South Bend Division of Continuing Education, Davenport University, and Indiana Tech. The goal of these partnerships and activities is to facilitate the assessment, training, placement, and follow-up of persons, whether incumbent, dislocated, or youth, into jobs that provide good wages and develop good skills.

These partnerships focus not only on technical training in many subject areas, but also training in soft skills and communication techniques. As WorkOne and the Regional Operator continue to identify future job demands and skill-set needs, these partners will be brought to the table to develop mechanisms for creating and maintaining a workforce capable of adapting to technologies and processes that serve the future of advanced manufacturing, healthcare, biotechnology and advanced agriculture.

Innovative Design and Dissemination of Certification-Oriented Training

At the direction of the Regional Workforce Board, the Regional Operator has become a strong advocate for the development of Just-In-Time, e-Learning and Technology-based modules featuring a variety of skills and subject matters. In collaboration with Advanced Science and Automation Corporation, of Indianapolis, the Regional Operator has brought Virtual



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Reality training modules into the region, and is offering VR training modules in welding and CNC machining. Additional Internet-based, and thus portable, modules are available in measurement, print reading, general machining, tool and die, medical equipment operation, safety, and etc. Plans do exist for the eventual distribution of training materials via datacasting, a procedure by which training content is inserted into the signal transmitted throughout the area by the public television station. Thereby companies, individuals, and organizations not enjoying high-speed connections to the Internet can receive sophisticated training modules on their own servers simply by receiving a television signal and having the technology to decode the training portion. Such a technology will permit the enhancement of skills for workers throughout the region without the necessity to travel to a campus or center, except for practical, hands-on experience with particular machines or equipment.

4. What are the EGR's current and projected employment opportunities?

Currently, the Indiana DWD projects the greatest employment opportunities for the near term to be:

**Region 2's Top 10 Occupations by Growth
2002 - 2012 Long-Term Projections**

- 1 Registered Nurses
- 2 Teacher Assistants
- 3 Elementary School Teachers, Except Special Education
- 4 First-Line Supervisors/Managers of Production and Operating Workers
- 5 Secondary School teachers, Except Special and Vocational Education
- 6 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
- 7 Waiters and Waitresses
- 8 Janitors and Cleaners, Except Maids and Housekeeping Cleaners
- 9 Maintenance and Repair Workers, General
- 10 Receptionists and Information Clerks

5. What are the EGR's high-demand, high-wage occupations (should come from Strategic Skills Initiative)? This must include a demand occupation list.

The Strategic Skills Initiative identified 12 high skill/high wage occupations, seven of them in advanced manufacturing and five in health care, as those exhibiting the greatest (critical) demand from regional employers:



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Occupation title	Regional demand (annual average)	Unmet demand (annual avg.)
Welder, mig and/or tig	120	68
First-line supervisor, production	170	55
Painter, transportation equipment	40	30
CNC machine operator	50	30
CDL Truck driver, heavy duty	120	35
Industrial engineering technicians	20	10
Orthopedic mfg. technicians – polishers	70	40
Registered nurses	450	135
Respiratory therapists and assistants	15	10
Medical coders, Hospital	30	10
Radiologic technicians	20	8
Surgical technicians and technologists	20	10

While these occupations do not necessarily exhibit the greatest overall demand, discussions with partners in both sectors identified these as the occupations in which the absence of a skilled practitioner results in constraints to throughput, whether of products or of services (i.e. healthcare).

Generally, high demand/high wage occupations are found on the Hoosier Hot 50 listing, published by the IN Department of Workforce Development:

Hoosier Hot 50 Jobs Data (November 2006)

Career Cluster	Job Title	2004	2014	Growth	%	Avg. Wage	Education	Skills (top 3)
1 People	Registered Nurses	51,900	67,300	15,400	29.7%	\$49,067	Associate degree	Instructing, Time Management, Service Orientation
2 People	Postsecondary Teachers	30,490	39,550	9,150	30.0%	\$45,890	Doctoral degree	Instructing, Time Management, Social Perceptiveness
3 People	Teachers, Elementary and Kindergarten	32,040	37,450	5,420	16.9%	\$44,544	Bachelor's degree	Instructing, Time Management, Social Perceptiveness
4 People	Surgeons	2,450	3,000	540	22.2%	\$191,580	First professional degree	Complex Problem Solving, Judgment and Decision Making, Time Management



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5	Information and Concepts	Computer Software Engineers, Applications	3,920	5,670	1,750	44.7%	\$65,549	Bachelor's degree	Programming, Complex Problem Solving, Troubleshooting
6	People	Dentists	3,570	4,540	970	27.1%	\$135,686	First professional degree	Service Orientation, Social Perceptiveness, Instructing
7	Information and Concepts	Computer Systems Analysts	7,410	9,660	2,250	30.3%	\$59,976	Bachelor's degree	Complex Problem Solving, Troubleshooting, Service Orientation
8	People	Dental Hygienists	4,030	5,690	1,660	41.2%	\$59,055	Associate degree	Time Management, Social Perceptiveness, Coordination
9	Information and Concepts	Network Systems and Data Communications Analysts	1,980	3,070	1,090	54.8%	\$56,212	Bachelor's degree	Equipment Selection, Troubleshooting, Complex Problem Solving
10	Systems	First-Line Supervisors/Managers of Construction Trades and Extraction Workers	15,520	18,180	2,660	17.1%	\$51,047	Work experience in a related occupation	Coordination, Management of Personnel Resources, Time Management
11	Information and Concepts	Computer Software Engineers, Systems Software	2,620	3,800	1,180	45.1%	\$64,356	Bachelor's degree	Complex Problem Solving, Technology Design, Troubleshooting
12	People	Family and General Practitioners	3,080	3,670	590	19.1%	\$140,881	First professional degree	Complex Problem Solving, Instructing, Judgment and Decision Making
13	Systems	Management Analysts	6,720	8,460	1,750	26.0%	\$56,394	Bachelor's or higher degree, plus work experience	Judgment and Decision Making, Coordination, Time Management
14	Information and Concepts	Network and Computer Systems Administrators	4,400	5,890	1,490	33.9%	\$50,170	Bachelor's degree	Troubleshooting, Complex Problem Solving, Service Orientation
15	Systems	Medical and Health Services Managers	6,270	7,840	1,580	25.1%	\$62,163	Bachelor's or higher degree, plus work experience	Time Management, Judgment and Decision Making, Service Orientation
16	Systems	Computer and Information Systems Managers	4,560	5,730	1,170	25.6%	\$73,068	Bachelor's or higher degree, plus work experience	Judgment and Decision Making, Negotiation, Management of Financial Resources
17	People	Social Workers	9,910	11,980	2,090	21.1%	\$32,625	Bachelor's degree	Social Perceptiveness, Service Orientation, Time Management
18	Systems	Construction Managers	7,660	9,040	1,380	18.0%	\$68,532	Bachelor's degree	Coordination, Instructing, Judgment and Decision Making
19	Systems	Property, Real Estate, and Community Association Managers	5,330	6,780	1,450	27.2%	\$43,786	Bachelor's degree	Time Management, Coordination, Social Perceptiveness
20	People	Physical Therapists	3,440	4,390	960	27.8%	\$61,339	Master's degree	Instructing, Time Management, Service Orientation
21	People	Lawyers	7,800	9,050	1,260	16.1%	\$64,571	First professional degree	Judgment and Decision Making, Persuasion, Time Management
22	Things	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	6,290	7,770	1,480	23.5%	\$35,547	Long-term on-the-job training	Troubleshooting, Repairing, Equipment Maintenance



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23	Systems	Database Administrators	1,600	2,200	600	37.4%	\$50,345	Bachelor's degree	Troubleshooting, Coordination, Complex Problem Solving
24	People	Occupational Therapists	2,050	2,720	670	32.7%	\$56,080	Bachelor's degree	Service Orientation, Instructing, Social Perceptiveness
25	People	Industrial Engineers	5,980	7,050	1,070	17.8%	\$61,530	Bachelor's degree	Time Management, Complex Problem Solving, Judgment and Decision Making
26	People	Employment, Recruitment, and Placement Specialists	3,420	4,470	1,050	30.7%	\$35,994	Bachelor's degree	Service Orientation, Persuasion, Management of Personnel Resources
27	People	Radiologic Technologists and Technicians	4,280	5,370	1,090	25.5%	\$43,197	Associate degree	Time Management, Instructing, Coordination
28	People	Paralegals and Legal Assistants	2,940	3,870	930	31.7%	\$35,160	Associate degree	Time Management, Coordination, Judgment and Decision Making
29	People	Fire Fighters	6,780	8,140	1,360	20.1%	\$37,175	Long-term on-the-job training	Coordination, Equipment Selection, Equipment Maintenance
30	Things	Medical and Clinical Laboratory Technologists	3,440	4,320	880	25.7%	\$45,355	Bachelor's degree	Quality Control Analysis, Equipment Maintenance, Troubleshooting
31	People	Computer Support Specialists	7,800	9,180	1,380	17.6%	\$34,267	Associate degree	Troubleshooting, Instructing, Complex Problem Solving
32	People	Physical Therapist Assistants	1,480	1,980	500	34.1%	\$42,452	Associate degree	Time Management, Instructing, Social Perceptiveness
33	Information and Concepts	Surgical Technologists	2,230	2,940	710	32.0%	\$35,483	Postsecondary vocational training	Equipment Selection, Coordination, Instructing
34	Systems	Cost Estimators	4,900	5,810	910	18.5%	\$50,799	Bachelor's degree	Time Management, Management of Personnel Resources, Equipment Selection
35	People	Medical and Clinical Laboratory Technicians	3,740	4,670	930	24.8%	\$31,311	Associate degree	Equipment Maintenance, Time Management, Instructing
36	Systems	Marketing Managers	2,370	2,800	430	18.1%	\$69,111	Bachelor's or higher degree, plus work experience	Coordination, Judgment and Decision Making, Time Management
37	People	Clinical, Counseling, and School Psychologists	1,570	1,990	420	26.5%	\$52,634	Master's degree	Social Perceptiveness, Time Management, Negotiation
38	Things	Bus and Truck Mechanics and Diesel Engine Specialists	7,070	8,240	1,160	16.4%	\$35,523	Postsecondary vocational training	Equipment Maintenance, Troubleshooting, Repairing
39	People	Respiratory Therapists	3,290	4,030	740	22.5%	\$42,850	Associate degree	Instructing, Time Management, Operation Monitoring
40	People	Civil Engineers	3,080	3,590	500	16.3%	\$57,152	Bachelor's degree	Complex Problem Solving, Judgment and Decision Making, Negotiation
41	People	Social and Community Service	2,110	2,610	500	23.8%	\$40,944	Bachelor's degree	Social Perceptiveness,



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Managers									Time Management, Instructing
42	People	Educational, Vocational, and School Counselors	3,780	4,450	670	17.6%	\$42,025	Master's degree	Social Perceptiveness, Service Orientation, Time Management
43	Systems	First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers	3,490	4,190	690	19.8%	\$34,556	Work experience in a related occupation	Management of Personnel Resources, Time Management, Coordination
44	People	Cement Masons and Concrete Finishers	4,860	5,690	830	17.1%	\$33,088	Long-term on-the- job training	Coordination, Complex Problem Solving, Equipment Selection
45	People	Legal Secretaries	4,330	5,140	820	18.8%	\$29,941	Postsecondary vocational training	Time Management, Judgment and Decision Making, Coordination
46	People	Public Relations Specialists	3,570	4,210	640	18.0%	\$37,116	Bachelor's degree	Judgment and Decision Making, Time Management, Persuasion
47	People	Training and Development Specialists	3,510	4,120	610	17.3%	\$37,961	Bachelor's degree	Time Management, Instructing, Service Orientation
48	People	Market Research Analysts	2,450	2,860	410	16.6%	\$44,463	Bachelor's degree	Time Management, Coordination, Judgment and Decision Making
49	People	Dietitians and Nutritionists	1,600	1,910	320	19.8%	\$41,536	Bachelor's degree	Instructing, Time Management, Judgment and Decision Making
50	Things	Structural Iron and Steel Workers	1,990	2,300	310	15.7%	\$48,434	Long-term on-the- job training	Installation, Equipment Selection, Operation and Control

6. What are the job skills necessary to obtain the employment opportunities especially high demand, high wage opportunities?

The Indiana DWD currently lists the following skills as being most in demand by regional employers:

Skills in Demand for Region 2

As of December 3, 2006

- 1 Apply Good Listening Skills
- 2 Operate Precision Measuring Tools & Equipment In Industrial Production, Manufacturing
- 3 Read Tape Measure
- 4 Manage Time Effectively
- 5 Unpack/Inventory/Store Goods
- 6 Maintain Safe Work Environment
- 7 Follow Detailed Instructions
- 8 Adjust/Operate Production Equipment



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- 9 Recognize Characteristics Of Metals
- 10 Use Computer
- 11 Operate Fork-Lift
- 11 Make Decisions
- 13 Apply Loading/Unloading Procedures
- 14 Move Heavy Objects
- 15 Follow And Give Instructions
- 16 Understand Manufacturing Methods & Techniques
- 17 Receive Payments & Make Change
- 18 Use Inventory Control Procedures
- 19 Use Basic Math
- 20 Organize & Work With Detailed Office Or Warehouse Records

Source: www.hoosierdata.com

However, an analysis of the work skills associated with the “Hot 50” jobs listed above, as published by the Indiana DWD in November 2006, reveals the following priority of desired job skills:

<u>Skill</u>	<u># of jobs requiring</u>
Time Management	29
Instructing	17
Judgment and Decision Making	16
Coordination	14
Service Orientation	11
Complex Problem Solving	11
Social Perceptiveness	10
Troubleshooting	9

The total adds up to more than 50 because each job listed 3 desirable skills.

No other skill was mentioned more than 6 times.

Of significance to the Regional Workforce Board here is the fact that WorkOne is uniquely positioned to provide training in the most frequently requested skill, Time Management. Other educational and training institutions generally ignore the topic, or assume prior facility with time management on the part of their students. However, WorkOne can effectively incorporate training in time management as a portion of their general training for job readiness.



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7. What is the educational attainment for the populous, including secondary and postsecondary education in the area/region and current high school graduation rates?

In late 2006, the educational attainment data for Region 2, were:

Less than High School diploma	20.0%
High School graduate or equivalency	36.4%
Some College, no degree	19.5%
College degree attained, all levels	24.1%

B. Workforce Data Needs

1. What workforce data is needed for the EGR related to workforce development and economic development? Provide suggestions for the collection and dissemination of this data.

Needed types of data, and collection recommendations for this region include:

Data sets desired:

Minority representation in high wage/high skill occupations, by ethnicity and by gender. Possible source: U.S. Census Bureau, DOL, www.stats.indiana.edu

National data on emergent occupations; listings and educational/training requirements, industries located. Possible source: State DWDs, think tanks, universities

Global trends in various industries, by NAICS code; job gain/loss by geography, money shift, global shift share analyses Possible source: www.stats.indiana.edu , U.S. DOL/Commerce Depts

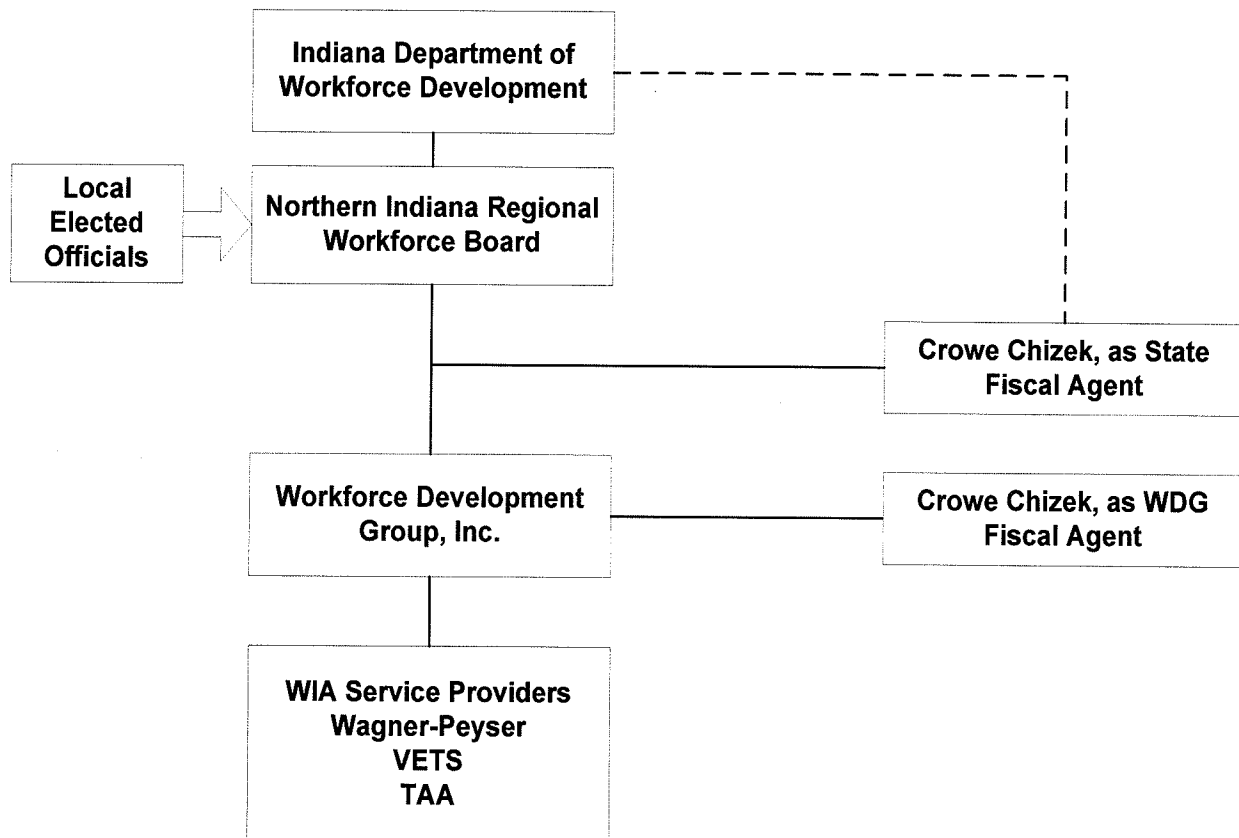
Accurate data concerning regional public school dropout rates, expulsions, job awareness programs, school/industry partnerships Possible source: IN Dept. of Education, Schoolmatters.com,

National data on use of e-Learning, datacasting, modular training technologies, and training using virtual reality technology. Possible source: U.S. DOL/ETA, think tanks



III. Governance and Structure

Northern Indiana Workforce Development System





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Service providers and affiliated programs include:

WIA Service Provider	Programs	Geographic Area
Goodwill Industries of Michiana, Inc.	WIA Adult	Elkhart, Fulton, Kosciusko, Marshall, and Saint Joseph Counties
	Navigator-Disability	Marshall, Saint Joseph Counties
	IMPACT	Marshall County
	Vocational Rehabilitation	Kosciusko, Marshall Counties
JobWorks, Inc.	WIA Dislocated Worker	Elkhart, Fulton, Kosciusko, Marshall, and Saint Joseph Counties
	WIA Youth	Elkhart, Fulton, Kosciusko, Marshall, and Saint Joseph Counties
	Workforce Diversity	South Bend, IN
	IMPACT	Elkhart, Saint Joseph Counties
	WorkKeys Profiling	Elkhart, Fulton, Kosciusko, Marshall, and Saint Joseph Counties



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IV. Operational Plans

A. WIA Service Plan

1. What Adult, Dislocated Worker and Youth employment and training services are available in the EGR? This is not limited to services through the WorkOne system.

In addition to the services illustrated in answer to question #3 below, the Regional Operator has established, and maintains, liaison with a number of regional entities that currently or potentially offer employment and/or training services. These organizations include, but are not limited to:

Goodwill of Northern Indiana	Communities in Schools of Elkhart Co.
Earthworks project, Marshall County	Elkhart Area Career Center
On Angels Wings Pre-Employment Training	
The Crossing alternative school – Middlebury, Elkhart, Goshen, & South Bend	
Greg Collins Youth Center	IN DOC Juvenile Correction Facility
Robinson Community Learning Center	Indiana Plan
The Martin Luther King Center	South Bend Housing Authority
The Charles Martin Center	CeaseFire of South Bend
Bridges Out of Poverty	Vincennes University, Elkhart
Sunshine Clubhouse of Madison Center	
St. Joseph County Juvenile Justice Center	
Baker Boys and Girls Club of Warsaw	
Youth Service Bureau, South Bend	Ivy Tech Community College
Indiana University South Bend	Davenport University
Indiana Tech College	University of Notre Dame
Goshen College	Practical Christianity of South Bend
Purdue University TAP	Purdue University, South Bend
Michiana Healthcare Training, Inc.	

2. What is the availability (capacity) for each of those services?

The total number of adults capable of being served at a given time by WorkOne, including carryover, core self-service, and new enrollments, is 500, of which 250 are incumbent workers and 250 are displaced workers. The total capacity for youth, both younger and older, is 200 – a lower number because of the intensity of needed services. The service capacity for other listed organizations is not known.



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3. What services are available through the local WorkOne system? Provide a brief description of the services available with the eligibility criteria. Also include a matrix showing services by WorkOne centers and Express sites in the EGR.

Depending on the particular program, services may include: providing information on available services and program sessions, job search skills workshops, career skills training, individual service plans, assessments in career interests, WorkKeys assessments, case management and follow-up, job and/or career counseling, tuition vouchers for training or education courses and/or programs, and access to computers on which to research career information.

WorkOne Center	Services	Providers & Partners
Saint Joseph County	Unemployment Insurance	DWD
	Veterans	DWD
	TAA	DWD
	Employment Services	DWD
	WIA Dislocated Worker	JobWorks, Inc
	WIA Youth	JobWorks, Inc
	Diversity Initiative	JobWorks, Inc
	IMPACT	JobWorks, Inc
	WorkKeys Profiling	JobWorks, Inc
	Migrant & Seasonal Farm Worker	Transition Resources Corporation
	WIA Adult	Goodwill Industries of Michiana, Inc.
	Navigator	Goodwill Industries of Michiana, Inc.
	ABE	South Bend Community School Corporation
	ESL	South Bend Community School Corporation
	Special Needs Intern Program	South Bend Community School Corporation
	Indiana Department of Vocational Rehabilitation	
	Department of Workforce & Economic Development	Ivy Tech
	For-Profit Staffing Agency	Staffing Services, Inc.
	Job Placement for Individuals with Disabilities	ADEC
	Older Worker Program	Catholic Charities
Elkhart County	Unemployment Insurance	DWD
	Veterans	DWD



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	TAA	DWD
	Employment Services	DWD
	WIA Dislocated Worker	JobWorks, Inc
	WIA Youth	JobWorks, Inc
	IMPACT	JobWorks, Inc
	WorkKeys Profiling	JobWorks, Inc
	Migrant & Seasonal Farm Worker Program	Transition Resources Corporation
	WIA Adult	Goodwill Industries of Michiana, Inc
	Navigator	Goodwill Industries of Michiana, Inc
	ABE	Elkhart Community School Corporation
	ESL	Elkhart Community School Corporation
	Department of Workforce & Economic Development	Ivy Tech
	Job Placement Program for Individuals with Disabilities	ADEC
	Older Worker	Catholic Charities
	IMPACT	Arbor
Fulton County	Department of Workforce & Economic Development	Ivy Tech
	WIA Dislocated Worker	JobWorks, Inc
	WIA Youth	JobWorks, Inc
	WorkKeys Profiling	JobWorks, Inc
	WIA Adult	Goodwill Industries of Michiana, Inc
	IMPACT	Goodwill Industries of Michiana, Inc
	Vocational Rehabilitation	Goodwill Industries of Michiana, Inc
	Older Worker Program	Experience Works
Kosciusko County	Employment Services	DWD
	Veterans	DWD
	TAA	DWD
	WIA Adult	Goodwill Industries of Michiana, Inc
	IMPACT	Goodwill Industries of Michiana, Inc
	Vocational Rehabilitation	Goodwill Industries of Michiana, Inc
	WIA Dislocated Worker	JobWorks, Inc



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	WIA Youth	JobWorks, Inc
	WorkKeys Profiling	JobWorks, Inc
	Migrant & Seasonal Farm Worker Program	Transition Resources Corporation
	VR	Indiana Department of Vocational Rehabilitation Services
	Department of Workforce & Economic Development	Ivy Tech
	Older Worker Program	Catholic Charities
Marshall County	Employment Services	DWD
	Veterans	DWD
	TAA	DWD
	WIA Dislocated Worker	JobWorks, Inc
	WIA Youth	JobWorks, Inc
	WorkKeys Profiling	JobWorks, Inc.
	Migrant & Seasonal Farm Worker Program	Transition Resources Corporation
	WIA Adult	Goodwill Industries of Michiana, Inc
	IMPACT	Goodwill Industries of Michiana, Inc
	Vocational Rehabilitation	Goodwill Industries of Michiana, Inc
	ABE	Plymouth Community School Corporation
	VR	Indiana Department of Vocational Rehabilitation Services
	Department of Workforce & Economic Development	Ivy Tech
	Older Worker	Catholic Charities

4. For each program year covered by this plan, how many clients will be served using WIA funding?

The Regional Operator anticipates that at a minimum, 500 Adults and Dislocated Workers will be served through WIA program as registered participants each Year (PY 06-PY 07).

The Regional Operator anticipates that at a minimum, 200 youth will be served through the WIA program each year.



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5. How many WIA clients will be served in each tier of service (Core, Intensive and Training)?

Based upon the changes implemented at the federal level, WDG anticipates at a minimum the number of individuals being served through each WIA Phase within the five county workforce service area is:

Core Self Service: 2000

Phase II: 750

Phase III: 125

6. What criteria does the RWB use for priority of adult intensive and training services when funds are limited? A description of the process for applying the priority of services should also be included.

The Regional Workforce Board has not, in the past, implemented the priority for service policy. However, current local policy is as follows:

Should WIA fund expenditures exceed 150% or more ahead of planned expenditures for the current program year, WDG will issue communication to WIA service providers that training funds are limited. Limitation of funds will result in an automatic adherence of the Priority Ranking System for individuals seeking training assistance through the Adult funding stream.

Regional Priority Rankings

Should a priority service system be implemented, groups falling into the following categories will receive priority service:

- A. Former or current TANF recipients who are working but need basic or occupational skills training to increase their wages;
- B. Food Stamp Recipients who are working and who need basic or occupational skills training to increase their wages;
- C. Low income individuals who are not eligible for TANF or food stamps and who need basic or occupational skills training to increase their wages;
- D. Those working poor, with a total annual household income of 70% or less of the Lower Living Standard Income Level, who need basic or occupational skills training to increase their wages.

7. What is the RWBs definition of self-sufficiency?

The local definition of self-sufficiency is currently defined as the Lower Living Standard Income Level. This policy is under review.



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8. How will the WorkOne determine whether proposed employment leads to self-sufficiency?

Proposed employment leads to self-sufficiency if it pays, at a minimum, the LLSIL based upon family size. Benefits are not factored into the hourly wage rate for the LLSIL calculations.

9. How does the RWB's individual training account (ITA) system operate? Include allowable exceptions to ITAs and how those exceptions are determined to be exceptions and how they are processed.

The ITA process is essentially a voucher process. Individuals approved for training through the WIA program are provided a tuition voucher. Vouchers are provided for training programs and providers approved through the Eligible Training Provider List for an Occupation in Demand training program. Individuals must be determined eligible for the program, have an Individual Employment Plan, must be determined in need of training to obtain/retain employment that leads to self-sufficiency, submitted a written request for training assistance to the WIA Service Provider, and provide documentation of other available resources or the lack of additional resources for training services. The determination for training approval is made between the career manager, service provider director, and the client.

Exceptions to Individual Training Accounts:

Under the WIA, ITAs are the preferred method for payment of occupational skills training that leads to a degree, certification or employer-recognized skill certification. Contracts for training services may be used instead of ITAs when one of the following apply:

1. When the training services are provided as on-the-job training or as customized training,
2. When the RO determines that there is an insufficient number of eligible providers in the region,
3. When the RO determines that there is a training program of demonstrated effectiveness offered by a community-based organization or another organization that serves special populations as defined in Section 134(d)(4)(G)(iv) of WIA, that face multiple barriers to employment (i.e. a population of low-income individuals that is included in one or more of the following: individuals with substantial language or cultural barriers; offenders; homeless persons; as per Governor directive, individuals with disabilities). NIWB will be responsible for making this determination. Service Providers may request an exception in writing.



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a. Special Populations:

When the Local Board determines that there is a training services program of demonstrated effectiveness offered in the area by a community-based or another private organization to serve special participant populations that face multiple barriers to employment, which are populations of low-income individuals that are included in one or more of the following categories:

- i. Substantial language or cultural barriers
- ii. Offenders
- iii. Homeless individuals
- iv. Other hard to serve populations as defined by the Governor (Not Yet Determined)

b. Demonstrated Effectiveness: will be evaluated by the Northern Indiana Workforce Board, and will include evaluation of the following criteria:

1. Financial stability of the organization
2. Demonstrated performance in the delivery of services to hard-to-serve populations
3. Program completion rates, skills attainment
4. Recognized employer credentials
5. Placement into unsubsidized employment
6. Unsubsidized employment retention rate
7. Wage at placement
8. How the specific program relates to the workforce investment needs and Occupations in Demand local policy

c. Approval Process:

NIWB subcontractors must first complete an ITA exception application. The application must be submitted to NIWB for approval. Secondly, the training provider under the special populations exception must complete an application for admission onto the State of Indiana's Eligible Training Provider List, and be approved by NIWB as an eligible training provider. The NIWB application as an Eligible Training Provider is available as Attachment E. Special population training providers must also submit documentation demonstrating effectiveness of the program and training organization as described above.



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4. Insufficient Numbers of Approved Training Providers (IATP):

The Workforce Investment Act provides an exception to the utilization of Individual Training Accounts if the Local Board determines that there are an insufficient number of eligible training providers in the local area to accomplish the purpose of the ITA system.

The Northern Indiana workforce service area is unique with its availability of higher educational facilities. These facilities include Indiana University South Bend, Ivy Technical State College, Goshen College, Bethel College, Vincennes University, Valparaiso University, and a multitude of other training providers currently involved with or applying for admission onto the State of Indiana's Eligible Training Provider List. The Local Board will continue to evaluate the accessibility to training providers within the Region 2 workforce service area.

NIWB does not provide for the utilization of contracts because of Insufficient Numbers of Approved Training Providers (IATP). It is the position of NIWB that most area training needs may be covered utilizing State approved eligible training providers, or through OJT or Customized Training.

5. On-The-Job Training:

OJT is provided under a contract with an employer in the public, private non-profit, and private sector. "On-the-job training" means training by an employer that is provided to a paid participant while engaged in productive work in a job that: A) Provides knowledge or skills essential to the full and adequate performance of the job; B) provides reimbursement to the employer of up to 50% of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and C) is limited in the duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the work experience of the participant, and the service strategy of the participant as appropriate.

The Northern Indiana Workforce Board must approve all OJT contracts. NIWB Contractors are prohibited from entering into agreements with an employer who previously exhibited a pattern of failing to provide OJT participants with continued long-term employment with wages, benefits, and working conditions that are equal to those provided to regular employees who have worked a similar length of time and are doing the same type of work. Similarly, contracts may not be entered into with employers using these contracts solely as a method of obtaining subsidized employees for the short term or retaining employees on a long term basis with wages and benefits inferior to "regular employees".

The contract must be limited to the period of time required for a participant to become proficient in the occupation for which the training is being provided. Consideration should be given to the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience,



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and the participant's individual employment plan. OJT contracts may be written for eligible employed workers when the following criteria are met:

- a. The employee is not earning a self-sufficiency wage, as defined by the Lower Living Standard Income Level.
- b. The OJT relates to the introduction of new technologies, new production or service procedures, upgrading to new jobs that require additional skills, workplace literacy, or other appropriate purposes approved by the Northern Indiana Workforce Board.
- c. The OJT provider has received notification of incorporation onto the State of Indiana's Eligible Training Provider List.
- d. Funds provided to employers for OJT must not be used to directly or indirectly assist, promote, or deter union organizing.

10. How will the RWB/Regional Board insure quality services? Include plans and schedules for monitoring, plans and policies for corrective action and processes for the replacement of ineffective service providers.

All programs under the authority of the RWB are monitored through the RO twice per program year. Monitoring of programs incorporates a review of the contractual obligations with current implementation of the program based upon invoices and expenditures, progress made towards contractual goals, and the review of the documentation of contractual benchmarks. Programs that provide direct client services (i.e. WIA Programs) undergo a review of participant files to ensure that, of the files selected for the review, the individual receiving services meets the eligibility requirements of the program, and that the service requirements are documented, the receipt of services by the individual are documented, and that the data has been accurately entered into the TrackOne System.

The monitoring Schedules for PY 06 and PY 07 are provided below:

PY 06

Programs	Dates
WIA Adult	October 30-November 3, 2006
	March 5- March 9, 2007
WIA Dislocated Worker	November 13-November 17, 2006
	March 19-March 23, 2007
WIA Youth	November 27-December 1, 2006
	March 26-March 30, 2007
SSI	January 15-January 19, 2007
Navigator	October 30-November 3, 2006
	March 5- March 9, 2007



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PY 07

Programs	Dates
WIA Adult	September 2007
	March 2008
WIA Dislocated Worker	October 2007
	April 2008
WIA Youth	October 2007
	April 2008
SSI	January 2008
Navigator	September 2007
	March 2008

The Corrective Action and Process Structure is:

Monitoring Resolution Procedures/Time Frame

The sub-contractor will be provided with the opportunity to respond to all compliance/finding and observation issues, and questioned costs within 30 days from the date of when the report was issued. Responses should be submitted in narrative format, with a description of the issue being addressed, and the proposed resolution. Supporting documentation must be included with the narrative response.

NIWB will review the submission and attached documentation and will issue a response of resolution, identify additional actions to be taken, or both. A resolution means that an issue has met the satisfaction of the NIWB and is no longer in question or determined out of compliance. Where additional actions are required, the issue in question has not met the satisfactory of the NIWB and remains questioned or deemed out of compliance.

Questioned/Disallowed Expenditures

Questioned or disallowed costs result from discrepancies between program regulations distributed by the Federal, State, or Local Government and program implementation of the service provider. Questioned costs may result in disallowed expenditures upon failure of the service provider to supply documented justification for the expense within the context of the program regulations.

Current Program Year

Should a questioned cost result in a disallowed expenditure for a service provider, repayment of the expenditure must be made to the Northern Indiana Workforce Board within 30-days of the finding. Re-payment must occur within the form of a check issued from the service agency to NIWB. NIWB will notify the provider when re-payment must be in the form of Non-Restricted Agency Funds.



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Upon receipt of payment, the Northern Indiana Workforce Board will adjust the accrued expenditure report by the amount of the reimbursement. NIWB will adjust the line item totals of the service agency contract for which the expenditure will be reimbursed. The money will go back into the contract with the service agency.

Different Program Year

In the event that a disallowed cost transcends program years, a refund in the amount of the disallowed expenditure will be issued back to the Indiana Department of Workforce Development, Attn: Commissioner.

Should a current service provider be deemed ineffective by the RWB, the contract may be terminated, and a competitive RFP process initiated for a new service provider.

11. How will substandard or ineffective delivery of services by a service provider be determined?

The RWB will make the determination that a service provider is not fulfilling its obligation to provide services within the context of its contractual obligations. Emphasis is placed on attainment of performance, and a minimum standard of 80% of all WIA goals must be achieved. Other factors, including significant disallowed costs resulting from a lack of adherence to WIA federal, and state regulations would be considered in a judgment of substandard practice.

B. Adult and Dislocated Worker Services

1. What strategies are planned for the recruitment of adult clients?

We have several referral sources that are aware of our services in each of the EGR2 counties. These sources use printed material, including flyers and brochures, as well as the gotoworkone.com website. We also rely on partners within WorkOne to engage in recruitment through their satellite operations, regional job fairs, and other marketing activities. In addition, we are also looking to recruit individuals who are in the final year of the nursing program at IVY Tech. Partners from WorkOne are working with WDG and IVY Tech to support students experiencing hardships with scholarship dollars to help them complete their degree.

2. How will referrals (to and from partners and community resources) be used to maximize the effectiveness of services?

We use referrals to the community, such as the training and placement organizations listed earlier, to assist individuals in receiving services that are needed, but are not available under the roof of the WorkOne System. This is an essential piece in our program if clients are to be successful in moving



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towards self-sufficiency.

We use referrals to/from partners within the WorkOne system to maximize the effectiveness of program. By working together, we are able to provide more to clients, especially when multiple programs can provide the resources within their individual program.

We use referrals from the community as a means to assist in recruitment of potential clients who are serious about making life changes so that they are able to move toward self-sufficiency.

3. Does the RWB have specific plans to address literacy and/or low educational attainment with the adult population? If so, describe.

The One-Stop System within Region 2 has a strong relationship and partnership with the Adult Basic Education Program. All Adults seeking services within the WorkOne System that have self-identified as lacking a high school diploma or GED are consulted regarding the importance of obtaining this credential, and are provided with the basic referral information to engage in ABE GED preparation classes.

All clients of WorkOne are provided with the opportunity to engage in the WorkKeys assessments, and may be offered the TABE assessment to gauge the individual's skill level. A relationship is also developed between the client and career manager, and literacy issues are addressed as appropriate within a confidential consultation session between the client and the career manager. Appropriate confidential referrals are made on behalf of the client if the client is willing to participate. Otherwise, literacy program information is provided to the client.

4. What specific plans are in place to increase program integration within the WorkOne and with other community resources?

The process of program integration has begun under the auspices of a management task force within WorkOne, and a series of steps, an idea of the needed training and operational adjustments, and a timeline have been tentatively proposed by the management team. Among the interim steps that have been taken toward the general goal of seamless integration are: ongoing communication with organizations and community partners, including faith-based groups, continued analyses of program components worthy of replication, and a proposal for an internal education program designed to teach staff the variety of duties and responsibilities exercised by members of all partner organizations.



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5. How will the EGR coordinate rapid response activities with the workforce services for the area including coordination with statewide rapid response?

The local service provider responsible for the Dislocated Worker program is tasked with coordinating any community service activities, as well as working with the state's local business consultant on the handling of all regional rapid response activities. The local service provider maintains a close relationship with the business consultant and continues to work closely with the local UI department to stay aware and involved in any regional activities.

6. How will rapid response coordinate outreach to affected populations and coordinate orientation for those workers?

The approach of Region to the challenge of outreach to affected populations is simple...go to them. In association with the local employers and state rapid response personnel, WorkOne staff members coordinate an on-site orientation and pre-layoff services to secure contact information for all affected workers. WorkOne provides these workers with letters of introduction to the particular staff members, follow-up phone calls to all workers, and most importantly, an introduction or reintroduction to the WorkOne system and what it has to offer them.

7. What are the active TAA petitions for the EGR including the petition number, petition date, the company name(s), the number of affected workers and the class of workers covered by the petition? Petitions filed and pending federal review should also be listed.

Below is the most recent listing of TAA activity for Indiana, as published by the DOL: (http://www.doleta.gov/tradeact/taa/taa_search_form.cfm) This site includes material pertaining to EGR2. Any petition number that is in 'blue' will link with a copy of the determination information.

The number of affected workers is a moving target, and is only final when the company is completely closed. As workers leave at a dislocation [which may take a year] the company supplies a list to the Indianapolis TRADE office. The certifications generally say one of the following: 'All Workers' or 'All Workers on XYZ line' are certified; the certifications do not elaborate further on 'class of workers'.

A certified petition is 'active' for training as long as Congress funds the program. Other benefits may have timelines attached to them:

TAW number	Company	Location	Petitioners	SIC	Decision Date	Decision	Date of Latest Reconsideration/Revision/Correction	Impact date	Expiration date	Applied for ATA A	Certified for AT A
60541	Siemens VDO	Elkhart, IN	IBT							Yes	N/A
60496	Hill-Rom Company, Inc.	Batesville, IN	Comp							Yes	N/A
60394	Airtomic	Jeffersonville, IN	Comp	3053	11/15/2006	Certified		10/19/2005	11/15/2008	Yes	Yes
60393	RR Donelley Warsaw Division	Warsaw, IN	Wkrs							Yes	N/A
60297	Craft Tool and Mold, Inc.	South Bend, IN	Comp	3465	11/17/2006	Certified		10/24/2005	11/17/2008	Yes	Yes
60264 E	Ibase	, IN	Comp	7389	10/31/2006	Denied				Yes	
60261	Clout Financial Services, Inc.	Bloomington, IN	Wkrs	7389	10/31/2006	Denied				Yes	
60256	Eaton Corporation	Auburn, IN	Wkrs							Yes	N/A
60244	Mosey Manufacturing Co., Inc.	Richmond, IN	Comp	3714	10/27/2006	Certified		10/12/2005	10/27/2008	Yes	
60232	Sildler, Inc.	LaOtto, IN	Comp	3643	11/7/2006	Termination - investigation was terminated prior to a decision.				Yes	N/A



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	City Machine Tool and Die Co., Inc.	Muncie, IN	Comp								Yes	N/A
60229	City Machine Tool and Die Co., Inc.	Muncie, IN	Comp								Yes	N/A
60157	Visteon Systems, LLC	ersville, IN	Union	356 3	10/19/20 06	Certified		9/22/2005	10/19/2008		Yes	Yes
60069	Cooper Standard Automotive	Auburn, IN	Union	372 4	10/6/200 6	Certified		9/8/2005	10/6/2008		Yes	Yes
60059	Hoover Precision Products, Inc.	Washington, IN	Comp	433 5	9/15/200 6	Denied	10/10/200 6				Yes	
60029	Standard Register Co. (The)	Terre Haute, IN	Wkrs	267 2	10/17/20 06	Denied					Yes	
60025	Modine Manufacturing	Logansport, IN	Union	371 4	9/29/200 6	Certified		9/6/2005	9/29/2008		Yes	Yes
60007	GKN	Salem, IN	State	349 9	9/28/200 6	Certified		9/1/2005	9/28/2008		Yes	Yes
59922	Hiatt Metal Products Co.	Muncie, IN	Comp	371 4	9/26/200 6	Certified		8/17/2005	9/26/2008		Yes	Yes
59856	Kimball International	Jasper, IN	Wkrs	371 4	9/27/200 6	Certified		8/2/2005	9/27/2008		Yes	Yes
59765	Indiana Tube Corp.	Evansville, IN	Comp	331 7	8/24/200 6	Termination - investigation was terminated prior to a decision.					Yes	N/A

8. How are services for TAA participants coordinated with other services offered through the WorkOne?

First and foremost, all TAA staff has been made aware of what other services are available to assist their customers. Also, both WIA Adult and DW program staff meet with TAA staff on a regular basis to discuss TAA participants and the possible benefits of co-enrolling them into one of the WIA programs. Essentially we follow the 'Z' plan as outlined by Sean Blancaneaux, IN. Dept. of Workforce Development.

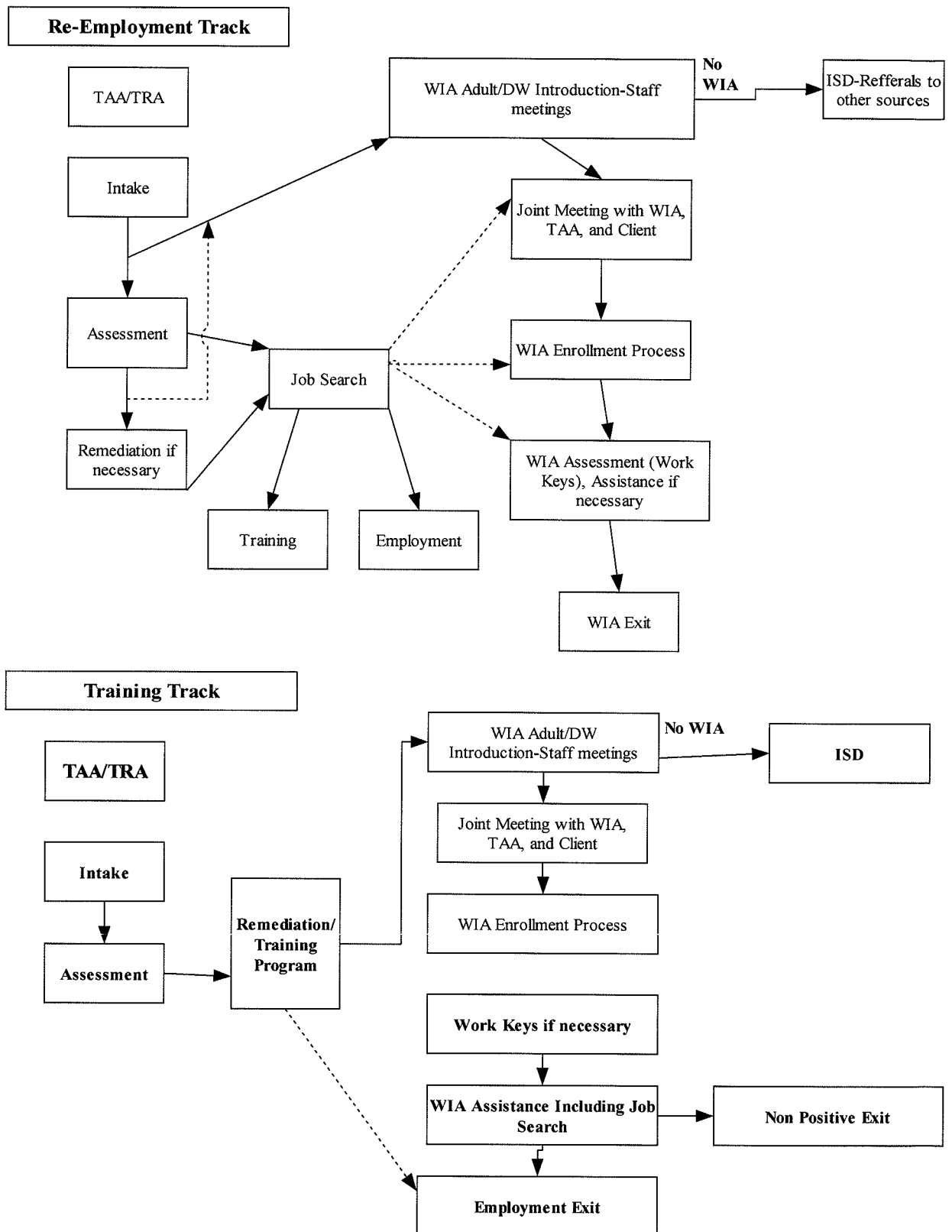
Individuals served through the TAA program are referred to a WIA program as appropriate given the needs of the individual and as based upon the program goal. The following chart describes the referral process in place:

See flow chart next page.



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9. What actual major dislocations (50 or more workers) exist for the area or are projected for the time period covered by this plan? Provide the company's name (optional if projected), the number of affected workers and the class of workers covered by the dislocation. These projections must be based on solid information if employers are identified.

Company/Community Response	initial mtg	Orientation	#	Outreach	further onsite svc or next steps
MG Foundry	PY 05	7/25/06	120	7/26/06	TAA coenrollment process
iemens	PY 05	7/12/06	170	7/12/06	f/u mtg held 11/8/06
ayer Diabetes Div	PY05	resched'd	50+	none	ALL EMPLOYEES RE-HIRED
eady Pak	9/15/06	10/18/06	250	none	company outsourcing
unite (elkhart)	pending	pending		pending	pending
chult Homes	1-Oct	8-Nov-06	150	9-Nov-06	WARN 10/18
dapto	7-Nov-06	14-Nov-06	70	15-Nov-06	notification of 12/31 closure
lkhart Products	none**	none**	50+/-	none**	coming to W1 for services
General H2	29-Nov	tbd	200	tbd	to sched RRO

10. How are services for these dislocated workers coordinated with other services offered through the WorkOne?

Clients are encouraged to attend an intensive WorkOne orientation and are referred to WorkOne partner agencies as appropriate.

C. Youth Services

1. What percentage of the Youth allocation will be spent on in-school youth and what percent will be spent on out-of-school youth?

The Northern Indiana Workforce Board's emphasis for services is to the Out-of-School Youth population. Therefore, a minimum of 70% of youth funds will be allocated on services to Out-of-School Youth.



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2. What recruitment strategies will be used for out-of-school youth? Historically, the number of out-of-school youth enrolled in the program has been low.

We have focused on working with Adult Basic Education Classes, GED classes, and local post-secondary schools, such as Ivy Tech Community College. Other items that have enjoyed some success include recruitment toward specific training programs by community partners or offering needs-based training stipends to at-risk youth through programs developed in concert with regional partners and institutions. In addition to working with educational institutions, we have been working with those of our partners that have contact with out-of-school youth. Finally, the WorkOne orientation sessions held at the career center have been a valuable recruiting tool for us.

We have focused on enrolling out-of-school youth during the past two years in anticipation of the enactment of common measures. Therefore, our ration of in-school to out-of-school youth should be relatively low.

3. What strategies will be used to keep out-of-school youth active in the program?

Current strategies include: mentorship, supportive services, weekly and/or monthly appointments with case workers, telephone contacts, and referral to other services. One strategy we have begun to discuss is ensuring our staff possess the necessary technology to communicate with out clients via text messaging, instant messaging, MySpace, and cellular phones.

Our criteria for hiring staff members include an ability to meet young people in the community or bring them into the WorkOne center – both of which are designed to build rapport with the young people, over and above the mere “providing a service.” This caring attitude and focus is a significant part of our ability to engage these youth.

4. How will the service providers coordinate with secondary schools and adult basic education programs to identify youth and to coordinate services?

Service providers are required to establish relationships with all local high schools (including alternative schools), by talking with the counselors, teachers, and school officials about what the WorkOne youth program has to offer. Discussions should center around the values of the program and how the program will help the youth but also benefit the school/program.

5. Provide the local definition of “deficient in basic literacy skills.”

TABE score of an 8.9 or lower in Math and/or Reading



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6. Provide the local definition of “requires additional assistance to complete an educational program, or to secure and hold employment.”

Many times, when clients are on the road to self-sufficiency, they are going to need some additional assistance in completing a program of education or training and/or beginning a new employment opportunity. Additional assistance can come in the form of transportation, groceries, rent, utilities, work/interview clothes, etc. Moreover, each client will receive support in the form of direction, counseling, mentoring, and encouragement, as needed.

7. Provide the local barrier that permits youth who are not low-income to receive youth services.

There currently is no particular barrier that permits enrollment for youth who are not low-income, only the stipulation that ONLY 5% of all youth enrollments can be above “low-income status” if they meet any of the other barriers.

D. Pilot Projects

1. What unique or pilot projects are being run by the RWB or WorkOne system in your EGR? This may include current or planned projects.

Current Projects:

- a. Content Mobility – The transition from student mobility (students assemble for training in a school’s classroom) to content mobility (students are engaged in the workplace or home) has led to the need for training modalities capable of being quickly transported to the training site. The most effective of these is e-learning, the use of Internet-based or CD-ROM based training materials, which naturally tend to be produced in a modular format. The RWB is supporting the development or purchase of such modular e-learning packages. Of significance is the fact that the RWB, through SSI, is assisting in the development of training modules, using Virtual Reality technology, in the fields of welding and Computer Numerical Controlled (CNC) machining. Additional modules are being developed, and will be used by WorkOne and its partners to provide training to companies and schools throughout the region, by various means of transmission.
- b. Nanotechnology Awareness – The RWB has encouraged the creation of a PowerPoint presentation designed to introduce middle- and high-school students to the realm of nanotechnology and the products that are being made, or could be made by exploiting the unique properties of substances at the molecular level. The slide show is in hand and can be used for regional presentations during this school year.



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- c. Youth Council activities – In September, 2006, the Youth Council leadership brought together a group of community leaders, including the Mayor of South Bend, County Prosecutor, Juvenile Court Judge, School Superintendent, Police Chief, County Commissioners, City Council members, and the President of the Chamber of Commerce. After a discussion of past efforts and present realities, this group gave its approval for the Youth Council to embark on a plan to bring into being a community-wide network of pastors, agency leaders, representatives from each of the offices headed by the Key Leaders (above), and other trusted members of the community. This group is called STRIVE (South Bend Team to Reduce the Incidence of Violence Everywhere), the mission of which is to create a comprehensive plan for the abatement of youth violence. The STRIVE team has met three times since October 15, and every member has committed to team participation through April, 2007, at which time it is proposed that a strategy for interdiction, prevention, and resolution of youth violence, including gang violence, will be presented in a public forum. A number of employers have joined the STRIVE team, and through their participation, the team seeks to develop methods of conducting training, remediation, and empowerment for young, out-of-school people otherwise tempted by the lure of street existence. The group is following, with some modifications pertinent to our area, models developed by Homeboy Industries (San Diego), Holy Cross Parish (Chicago), and the cities of Newark and Trenton, N.J., all of which have experienced significant reductions in gang violence. Similar work is ongoing in the Elkhart County area, under the leadership of the Communities in Schools organization, and as strategies for reducing violence are found to be successful in South Bend and/or Elkhart, they will be translated to other areas of EGR2 through representatives of the Youth Council and its partners.

Planned Projects:

- a. Just-In-Time Training – The RWB has supported research by the Regional Operator into the development of training modules, including those mentioned in (a) above, that can be delivered to training sites, including to companies without Internet access, via the technology of *Datacasting*. This modality utilizes a portion of the local PBS television broadcast signal's bandwidth, into which training content is inserted. The signal is received by a person, library, WorkOne center, or company via a specialized antenna, decoded by a small device linked to a computer, and is ready for use in a training session within hours, or even minutes, of being ordered. Thereby, companies can request an "electronic librarian" at WorkOne to assemble suites of modules – for instance, modules dealing with the training of new front-line supervisors – that can be used almost immediately, in any language.



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As an adjunct to the JIT modules, faculty members of local training institutions or other subject matter experts can be called in to serve as interactive facilitators, at a distance, or on site, depending on the needs of the company or student.

- b. Capacity Building – The RWB has encouraged the Regional Operator to explore strategies for building capacity of regional training institutions, especially those serving at-risk populations, including out-of-school youth. For the most part, these activities will involve the creation of partnerships among organizations working in similar domains, and which may not be aware of the efforts of others in that field. Notably, such capacity-building includes the assistance, including grant writing assistance, to alternative educational facilities, which become affiliated with the local school systems and serve populations that drop out or are expelled from traditional school settings. Such students receive training, WorkOne case management, and, when appropriate, job referrals.
2. What is the scope of the unique/pilot projects, the benefits, the expected outcomes, the evaluation methodology, the amount and source of the budget? As appropriate, provide a synopsis of the level of success for the project.

Activity	Scope	Benefits	Outcomes	Eval. Method.	\$ and Source
Content Mobility	EGR2	Portability Accessibility	Pipeline expansion Skills enhancement	Common Measures	SSI, DOL Grants
Nano Awareness	EGR2	21 st Century skills ISTEP+ science scores improve	Occ. Awareness AS degrees less brain drain	Biotech firms attracted salary improvement	Ivy Tech
Youth Violence Abatement	South Bend Elkhart	Improved life chances Self-esteem Soft skills	Employability family strength Workforce participation Workplace participation	Job acquisition, Retention Arrest reductions # of placements Fewer lost days, reduced waste and defects	WIA Youth
Datacasting	IN/MI CSA	Enhanced knowledge Enhanced Skills Cheaper Training	Skilled workforce Successful global competition Entrepreneur attraction	Innovation, patents Value-added growth Pipeline increase Business churn	DOL, Ed. Dept., IN State
Capacity building	EGR2	Workforce more skilled Greater minority wfce part.	Increased salaries Higher emp rates	Monitor salaries Employment data	HHS grants DOL grants



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3. Are there pilot projects that the RWB would like to operate? Please list.

One planned project is the creation, with funds from national foundations, of a training endowment, called the Building Learning Communities Endowment. This fund – ultimately \$5 to \$10 million - will eventually provide tuition and support monies, on both loan and stipend bases, to lower-income, minority, out-of-school youth, and other marginal persons, in order to provide desired training in 21st Century skills and skill sets. The process of establishing this fund has already begun, with selected foundations contacted and pre-proposals submitted. Regional educational and training institutions have been consulted as to curricula and criteria with which these workers can develop needed skills and knowledge bases. Endowment focus will be on Advanced Manufacturing, Advanced Agriculture, Nanotechnology and Research, Orthopedics, and Life Sciences.



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V. Signature Page

The Chief Elected Official, the RWB Chair and the RWB Director must all sign and date the signature page.

Chief Elected Official Signature

2-21-07

Date

Regional Workforce Board Chairman Signature

2-19-07

Date

Regional Operator Signature

2-19-07

Date